

**TEACHING AND LEARNING READING COMPREHENSION IN RECOUNT TEXT
BY USING PQ4R STRATEGY AT THE EIGHTH GRADE OF THE FIRST
SEMESTER OF SMPN 22 TAMAN SARI PESAWARAN
IN THE ACADEMIC YEAR OF
2019/2020**

A Thesis

Submitted as a partial fulfillment of the requirement for S1-Degree

By

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ABSTRACT

TEACHING AND LEARNING READING COMPREHENSION IN RECOUNT TEXT BY USING PQ4R STRATEGY

The background of the study was the students of eighth grade had the problem to understand their English learning, especially in reading comprehension. They still lack vocabulary. Their comprehension could be recognized through their way of reading. The objectives of the research were to know teaching and learning reading comprehension in recount text by using PQ4R strategy, the teacher's problem in teaching reading comprehension by using PQ4R, and the students' problem in learning reading comprehension by using PQ4R strategy.

Qualitative research was used as the methodology. The people or participants were selected who known the phenomenon of the problem. The English teacher and the student of the eighth grade were chosen as the participant of this research. There was one class that consists of 29 students. The purposive sampling technique was used to determine the sample. The class VIII E was chosen as the sample because that class had the lowest score. The data were gained by doing an observation, interviewing the teacher, and giving the questionnaire to the students. The three major phases were used in the data analysis, they were: data reduction, data display and conclusion drawing verification.

After analyzing the data, there were some points of the result. The first, there were some steps in teaching reading comprehension by using the PQ4R Strategy that were skipped by the teacher. The second, the problems faced by the teacher were the teacher had difficulty in choosing the teaching materials, modifying the exercise for the students, stimulating the students, giving feedback, and manage the time. Third, the problems by the students were students had lack vocabulary mastery, the habit of slow reading, decode words, making an inference, working memory and problem to follow the teacher's direction.

Keywords: Qualitative Research, Teaching and Learning, Reading Comprehension, recount text, PQ4R Strategy.



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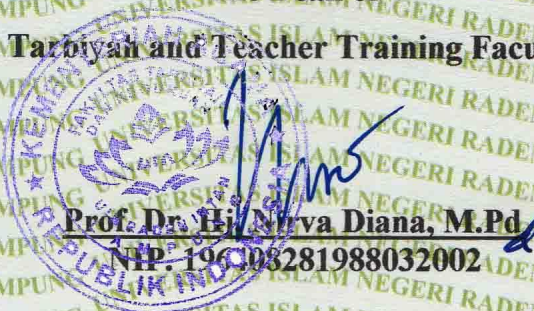
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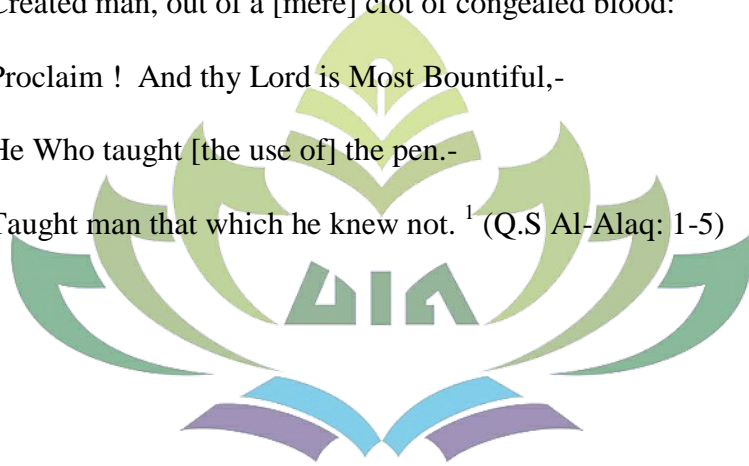


MOTTO

أَقْرَأْ بِاسْمِ رَبِّكَ الَّذِي خَلَقَ ﴿١﴾ خَلَقَ الْإِنْسَانَ مِنْ عَلَقٍ ﴿٢﴾ أَقْرَأْ وَرَبُّكَ
الْأَكْرَمُ ﴿٣﴾ الَّذِي عَلَّمَ بِالْقَلَمِ ﴿٤﴾ عَلَّمَ الْإِنْسَانَ مَا لَمْ يَعْلَمْ ﴿٥﴾

In the name of Allah, Most Gracious, Most Merciful.

1. Proclaim ! [or read!] in the name of thy Lord and Cherisher, Who created-
2. Created man, out of a [mere] clot of congealed blood:
3. Proclaim ! And thy Lord is Most Bountiful,-
4. He Who taught [the use of] the pen.-
5. Taught man that which he knew not. ¹ (Q.S Al-Alaq: 1-5)

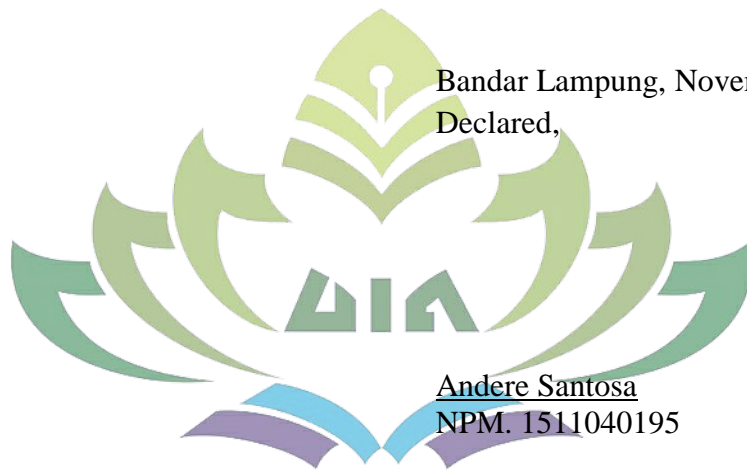


¹ Abdullah Yusuf 'Ali, *The Holy Qur'an English Translation of The Meanings*, (New Johar: the King Fahd Holy Quran Printing Compelx, 1987), p. 320

DECLARATION

I hereby stated this thesis entitled “Teaching and learning reading comprehension in recount text by using PQ4R strategy at the first semester of the eighth grade of SMPN 22 Taman Sari Pesawaran in the Academic Year of 2019/2020”. Certify that this thesis is definitely my own work, I am fully aware that I have quoted some statements and theories from various sources and they are properly acknowledged in the text.

Bandar Lampung, November 08th, 2019
Declared,



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DEDICATION

Praise and gratitude to Allah the Almighty for His abundant blessing to me, and from my deep heart and great love, This thesis is dedicated to:

1. The greatest inspirations in my life are my beloved parents, Mr. Surahman (ALM) and Miss. Rustiah who always be mother and father in the family and also have always prayed and supported for my success and advised me.
2. My beloved sister Lusiana, Arianti, Alwiah, Amalia, Intan Pertiwi and my beloved brother M.arif, and also my big family who always support me and cheer me up until the completion of this thesis.
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CURRICULUM VITAE

Andere Santosa was born in Pesawaran on April 06th, 1998. Andere is the last child of Mr. Surahman (ALM) and Miss. Rustiah. He has five beloved sisters and one beloved brother. His sister names are Lusiana, Arianti, Alwiyah, Amalia, Intan Pertiwi and his brother name M. Arif. He lives in wayhui Hamlet, Wiyono Village, Gedong Tataan, Pesawaran District.

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This thesis is submitted as compulsory fulfillment of the requirements for S1 degree of English Education study program at Tarbiyah and Teacher Training Faculty Raden Intan State Islamic University Lampung (UIN Raden Intan Lampung).

The thesis would never come into complete without help from others. It has obtained a lot of help from many people during writing this thesis and it would be impossible to mention all of them. he wishes, however, to give his sincerest gratitude and appreciation to:

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Finally, none er nothing is perfect and neither is this final project. Any supportive correction, comments, and criticism for this final project are always open-heartedly welcome.

Bandar Lampung, November 08th, 2019

The Researcher,

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CHAPTER I

INTRODUCTION

A. Background of the Research

English has been considered as the first foreign language in Indonesia. Its function is to encourage the development of countries and nations, build relationships with other countries, and implement foreign policies including as a language used for wider communication in international forums. Halliday in Kristin and his friends state that,

“Language is an important part of how humans communicate with each other. It is no small thing! Through language, we learn how to “mean things” and how to share all of those meanings with others. The story of how those meanings are created and shared is truly the story of the human family. It is our distinctly human endowment.”¹

It can be summarized that the language has an important role for humans to communicate. A person's ability in language aims to motivate, interpret, convey ideas and expectations well. English language learning is necessary and important for students to study both elementary school, junior high school, and senior high school. In the current era of globalization, English is one of the languages of international communication and requires every individual to be able to speak English well. Especially in oral and written.

¹ Kristin Lems, Leah D. Miller, and Tenena M.Soro, *Teaching Reading to English Language Learners* (New York: The Guilford Press, 2010), p. 1

Language learning has many advantages. learning languages, students develop a range of skills for making meaning from situations, texts, and technologies. Besides, learning a language can give students the motivation and confidence to engage with other users of the language, and to gain a wider sense of belongingness.² it means that Studying language texts, this means learning the meaning of words and sentences. Many students of foreign languages often have one of their most important goals. They want to be able to read for information and pleasure. In other words, students should read the United Kingdom language material for their subjects. Students are often considered easier to get information from the written text to read.

As Allah says in the Qur'an about the command to read:



أَقْرَأْ بِاسْمِ رَبِّكَ الَّذِي خَلَقَ ﴿١﴾ خَلَقَ الْإِنْسَانَ مِنْ عَلَقٍ ﴿٢﴾ اقْرَأْ وَرَبُّكَ
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Read through the name of your Lord create. He has created man from a blood clot. Read and your Lord Your Majesty. Who teaches (human) with a pen? He taught any human being who he knows (Q.S. al- "Alaq / 96: 1-5)³

According to the verses above, it is clear that Qur'an emphasizes reading skill to build knowledge and understanding in order to master the world.

In principle, in language learning, learners are required to be able to master four language skills, namely listening, speaking, reading and writing, as well as

² Charles Gbollie, and Shaoying Gong, The Essence of Foreign Language Learning in Today's Globalizing World: Benefits and Hindrances, Vol.19, New Media and Mass Communication, 2013, p. 39

³ Departemen Agama RI, Al-Quran dan Terjemahanya, (Jakarta Timur: CV Darus Sunnah, 2002), p. 598

cultural competence. In English Reading is one of the most important language skills in addition to three other language skills. Therefore, reading is a basic ability for students. This ability must be mastered in order to be able to participate in all activities in the process of education and teaching in school, or in life. The success of students in participating in learning activities or increasing their knowledge is influenced by the ability to read it. Therefore, Syafi'ie as quoted by Somandoyo, states that reading skills have a very important and strategic position in the learning process at school.⁴

Learning to read in school can help students have adequate reading skills. Adequate reading skills can be achieved with understanding so that the reader has gained the ability to read. Through reading, students can obtain information, expand knowledge, and explore written messages in reading material.

Reading activities are also interactive language activities. Reading is interactive because it takes the form of an activity that requires the ability of understanding of the reader in interpreting the password (decode) quickly and precisely in order to capture what is meant by the author efficiently and effectively. Reading activities do not merely recite letters or sound symbols, but also understand and provide responses to what they have read.⁵

Reading is an activity to arrange or develop meaning by conducting transactions with text. It is explained that in compiling meaning, the reader will

⁴ Somandoyo, S., *Strategi dan teknik pembelajaran membaca*. (Yogyakarta: Graha Ilmu, 2011), p. 3

⁵ Kristin Lems, Leah D. Miller, Op. Cit. p. 33

combine their previous knowledge or prior experience with the text information that is read along with the expected examples and communication. By involving prior knowledge with the instructions given in the text that is read it will make it easier for the reader to get or take the meaning carried by the text. Further explained, Reading is an essentially solitary activity requiring quiet concentration. Many students find it difficult to read for more than a few minutes in class, preferring to read at home or in private study. It is an excellent homework activity, as the ratio of learning value to marking effort is high.⁶

The notion of reading as one of the four basic language abilities and is a component of written communication. Further explained, reading is a cognitive process and requires motor skills in the form of eye movements. In reading, there is an activity of the mind, reasoning, including memory. With reasoning activities, someone tries to find and understand the information communicated in the book. In the process of understanding information, one learns the ways of presenting thoughts in his writing. Thus, one can obtain two types of knowledge in reading, namely new information from reading and ways of presenting the mind in essays.

So, besides being able to enrich knowledge, reading can also increase reasoning power. The reading ability is expected that students are able to read and understand the contents of the reading correctly. To achieve a reading comprehension is not an easy job. As stated by Oakhill. J, Cain. K and Elbro. C,

“Reading comprehension is important, not just for understanding text, but for broader learning, success in education, and employment. It is even

⁶ Nelson Thornes, *Teaching Today*, (Cheltenham: Geoff Petty 2010), p. 190

important for our social lives, because of email, text, and social networking sites. Reading comprehension is a complex task, which requires the orchestration of many different cognitive skills and abilities.”⁷

According to Woolley, reading comprehension is the process of making meaning from text. The goal, therefore, is to gain an overall understanding of what is described in the book rather than to obtain sense from isolated words or sentences.⁸ This statement illustrates that the ability to understand reading is a dynamic and diverse ability in accordance with the intent and purpose of the various types of text read by the reader.

Furthermore, according to Turner in Somandoyo, reveals that a reader is said to understand reading material well if the reader can: (1) recognize the words or sentences in the reading and know the meaning, (2) connect the meaning of experience possessed with the meanings in the reading, (3) understanding all meanings contextually, and (4) making judgments about the value of the contents of the reading based on reading experience.⁹

From the various notions above, researchers can infer that reading comprehension is an activity reading to understand the whole reading material, to analyze, and evaluate the meaning contained in the text. Many children who can read well but do not understand the content of the readings. A reader of the efficient and effective must have the flexibility of a good read. This case, a reader should be able to set up skills and memory, set the reading speed, determine the

⁷ Oakhill. J, Cain. K and Elbro. C, *Understanding and teaching reading comprehension*, A handbook, (New York: Routledge 2015), p. 1

⁸ Gary Woolley, *Reading Comprehension: Assisting Children with Learning Difficulties*, (New York: Springer Science, 2011), p.15

⁹ Somandoyo, S, Op. Cit. p. 10

techniques, methods, and styles of reading. In addition, there are three things that define the read speed of a person that is, motion eye, vocabulary, and concentration. Motion eye factor effect on the range of views. By expanding the view of the circumference, then eye movement in reading will be freer. The more one reads the book, the more vocabulary also owned. The most important is the selection of the right place to read in order to be more focused on reading materials.

There are several factors that affect the ability to understand low-level readings. Those factors can be derived from within or from outside readers. Factor that comes from within the reader, including the linguistic ability of (linguistic), interest (how big a concern of readers against reading faced), motivation (how much concern the reader towards the task of public feeling about reading or reading and school), and the ability to read (how well the reader can read).¹⁰

Factors outside readers are distinguished into two categories, namely reading elements and the environment. Both of these factors cannot be separated. Therefore, to enhance understanding of the contents of the second reading of these factors should be attempted by parents, teachers, and the school. Parents can provide motivation and foster interest in his children to keep reading. Hope this necessarily has to be accompanied by setting up reading material that is relevant to the age of the child. Johnson dan Pearson in Amna, States that the factors

¹⁰ Abbas Pourhosein Gilakjani & Narjes Banou Sabouri, *A Study of Factors Affecting EFL Learners' Reading Comprehension Skill and the Strategies for Improvement*, International Journal of English Linguistics; Vol. 6, No. 5; 2016 ISSN 1923-869X E-ISSN 1923-8703 Published by Canadian Center of Science and Education, p. 182

affecting reading comprehension ability of low height achieved by the students and the development of reading interests depend on (1) the student in question, (2) family, (3) cultural roots, and (4) the situation of the school.¹¹

Teachers are also expected to be able to design the learning that can foster the motivation and interest of the students to read. However, not all parents or teachers are aware of it. At school, learning to read the various secondary has not been implemented. So, from one of which is the implementation of learning that is still attached to the use of conventional learning strategies in reading comprehension. Due to less learning, students themselves have difficulty in learning. It is characterized by phenomena, among others, (1) students having difficulty in understanding the content of the readings, (2) the student's difficulties reveal a message or information is implied in readings, and (3) students are less motivated to express his opinion related to the readings.

The fact that the lack of students visiting the library can be one of the factors that influence the reading of students. Students usually do not use library facilities to read, they often play games rather than reading books. Teachers are required to be creative and innovative learning strategies or at least not applicable to various teaching strategies.

Many ways that can be used to improve the quality of learning, to enhance the cooperative attitude of the students when learning takes place, for example,

¹¹ Putri Amna, Yosfan Azwandi, and Markis Yunus, *Meningkatkan Kemampuan Membaca Pemahaman Pada Siswa Tunarungu Dengan Menggunakan Teknik Skimming*: Jurnal Ilmiah Pendidikan Khusus, Vol 2, No 3, September 2013, p. 856

teachers can design the learning by understanding the characteristics of the students individually and in the group. The attitude of cooperative, creative, and motivated students can be grown vertically with familiarizing students in learning situations that are designed for it. Cooperative attitude embodies the efforts of one of these can be done by applying various strategies designed by experts to improve the cooperative attitude, creativity, and motivation of students. This strategy is expected to address the problems faced by students in matters relating to reading.¹²

According to Abidin in Sopiawati, many strategies are offered by experts in language learning to improve understanding of students. These strategies include DRA strategy, ECOLA, DRTA, GIST, Request Procedure, KWL, Share Reading, Reading Guide, CIRC, REAP (Read, Encode, Annotate, Ponder), PORPE, OK4R, PQ4R, CALLA.¹³

Suprijono said that one of the most well-known strategies for helping students understand a text and improve their reading material is the PQ4R Strategy.¹⁴ PQ4R is an acronym for Preview, Question, Read, Reflect, Recite, and Review. This strategy activity is designed to increase in-depth understanding to obtain information from the text that students read. This strategy makes students

¹² Micheal M van Wyk, *The Effects of the STAD-Cooperative Learning Method on Student Achievement, Attitude and Motivation in Economics Education*: Department of Curriculum and Instructional Studies, College of Education, University of South Africa, J Soc Sci, 33(2): 261-270 (2012), p. 261

¹³ Suma and Haryadi, Keefektifan Strategi Reap Dan Request Dalam Pembelajaran Membaca Pemahaman Siswa Kelas VIII SMP, *Journal UNY*, Volume 3, Number 1, May 2016, p. 103

¹⁴ Agus Suprijono, *Cooperative Learning Teori & Aplikasi Paikem*, (Yogyakarta: Pustaka pelajar, 2015), p.122

become active readers in understanding their texts so that they have the skills to understand the text clearly and quickly.

According to Trianto, the PQ4R learning strategy is one part of the elaboration strategy. The PQ4R learning strategy can be used to help students remember what students read and can help the teaching and learning process in the classroom carried out by reading textbooks in groups. Students are asked to explore their ability to structure thinking before reading by arranging questions that become a reference for students to explore the information needed from the reading text. Then students independently read the text while looking for answers to the questions they have made.¹⁵

Based on expert opinion above, it can be concluded that the PQ4R learning strategy is a learning strategy that can be used to help understand and remind the material they read and provide opportunities for students to build early experiences in learning through reading activities. The PQ4R learning strategy will provide more opportunities for students to read as an interactive process between language and thought. This is then expected to be achieved, so that not only certain students are active, but all students who take part in the discussion can be active in collaborating in solving the problem.

After doing preliminary research, which was conducted at SMPN 22 Taman Sari Pesawaran, found that teaching reading comprehension recount text by using PQ4R Strategy had been applied there. On the contrary, found that the students'

¹⁵ Trianto, *Mengembangkan Model Pembelajaran Tematik* (Jakarta: PT Prestasi Pustaka 2010), p. 150

reading comprehension was still low although the teacher had used the PQ4R Strategy. By interviewing an English teacher there, Novi Nurmansyah, S.Pd, he said that he has been using PQ4R Strategy in teaching and learning reading comprehension, but the students are still confused to read the material in English because the lack of vocabulary and they are lazy in reading English texts. He added that the students' ability in reading was still low. It can be seen by their ability in comprehending the text.

This case showed that applying this strategy still cannot improve the students' reading ability. It can be seen as the following table of the students' score of reading comprehension in recount text. It is described with the data. Here is the detail of the data:

Table 1
The Students' Reading Score at the first Semester of the Eighth Grade of SMP N 22 Taman Sari Pesawaran in the Academic Year of 2019/2020

No	Class	Score		Number of Students
		≥ 72	< 72	
1	VIII A	17	15	32
2	VIII B	16	15	31
3	VIII C	17	14	31
4	VIII D	18	13	31
5	VIII E	19	10	29
6	VIII F	23	8	31
Total		110	75	185
Percentage		59,5%	40,5%	100%

Source: The score data from English Teacher of SMPN 22 Taman Sari Pesawaran

The table shows that from the total of the students of Eighth grade, 75 (40,5%) students achieved a score above a standard, but more than it, 110 (59,5%) students got a score under a standard, and the Students' Reading Score standard at the eighth grade of SMP N 22 Taman Sari Pesawaran is 72. It could be inferred that most of the students still had difficulties in their reading comprehension although they had been taught by using PQ4R Strategy.¹⁶ Moreover, by interviewing the students, it was found that most of the students at the Eighth grade of that school still had difficulties in comprehending the text. Sometimes they also did not focus on their lesson because of their lazy and less motivation in learning and they felt so difficult to learn. English teacher there could possibly find the other ways with the strategy to run better.

Fatuni'mah collected data on PQ4R strategy, it was found that the average of pre-test score in the experimental class was 47,609 and the control class was 43,913. Meanwhile, the average post-test score in the experimental class was 74,783 and the control class was 65,435. The t-test obtained is 2.768 and the t-table is 2.02 for alpha (α) 5%. The t-test is higher than t-table ($2.768 > 2.02$) This means that H_a is accepted and H_o is rejected. Because the t-test score is higher than the t-table, PQ4R Strategy is an effective teaching strategy in teaching reading narrative texts at 02 Ma'arif NU Middle School in the academic year of 2015/2016.¹⁷ In addition, Arsanti, the application of the PQ4R strategy can improve reading comprehension of students in Bungkal 1 Junior High School, this

¹⁶ The teacher's document of the eighth grade at SMP N 22 Taman Sari Pesawaran.

¹⁷ Anizul Fatuni'mah The Use of PQ4R to Improve Students' Reading Comprehension at the Eleventh Year Students of MAN Salatiga in the Academic Year of 2015/2016

can be seen from the increase in cycle I-II. At the beginning of the process (cycle I), the average test score of students is 66.78 and the final test (cycle II) is 77.51. The success criteria Are 76. This shows an increase in the PQ4R strategy effective in teaching reading the average score of students from 66.78 in the first cycle to 77.51 in the second cycle. The results of the questionnaire indicate that students enjoy the teaching and learning process. The results of the observation checklist indicate that most students are very active and serious in carrying out their duties.¹⁸

Based on the explanation and previous research above about teaching reading comprehension by using PQ4R Strategy which can help students to comprehend the text, therefore decided to describe the process of the applying PQ4R Strategy in reading class and found out more obstacles faced by both the teacher and the students. To make the difference between the previous research, the English teacher to teach reading comprehension used recount text. Because of the previous research used narrative text in teaching reading comprehension by using the PQ4R strategy. Thus, interested to conduct the research entitled “Teaching and Learning Reading Comprehension in Recount Text by using PQ4R Strategy at the first semester of the eighth-grade students of SMPN 22 Taman Sari Pesawaran in the academic year of 2019/2020.”

¹⁸ Keny Hita Devi Arsanti Teaching Reading Narrative Text Through PQ4R (Preview, Question, Read, Reflect, Recite And Review) at the eighth grade of SMP N 1 Bungkal in the Academic Year of 2013/2014.

B. Identification of the problem

Based on the background of the problem before, identified the research problems as follow:

1. The students were a lack of vocabulary mastery.
2. The students' ability in reading comprehension was still low.
3. The English teacher had used PQ4R Strategy in teaching reading comprehension but it was not effective and not maximal.

C. Limitation of the problem

Based on the identification of the problem above, focused on teaching and learning reading Recount Text by using PQ4R Strategy and the problem faced by the teacher and the students in teaching and learning reading comprehension in Recount Text by using PQ4R Strategy at the eighth grade of SMPN 22 Taman Sari, Pesawaran.

D. Formulation of the problem

Considering the background above, formulated the problem as follow:

1. How is the process of teaching and learning reading comprehension in Recount Text by using PQ4R strategy at the eighth grade of SMPN 22 Taman Sari Pesawaran in the first semester of academic year 2019/2020?
2. What is teacher's problem in teaching reading comprehension in Recount Text by using PQ4R Strategy at the eighth grade of SMPN 22 Taman Sari Pesawaran in the first semester of academic year 2019/2020?

3. What are students' problem in learning reading comprehension in Recount Text by using PQ4R Strategy at the eighth grade of SMPN 22 Taman Sari Pesawaran in the first semester of academic year 2019/2020?

E. Objective of the research

Based on the formulation of the problem, the objectives of the research were as follows:

1. To describe the process of teaching and learning reading comprehension in Recount Text by using PQ4R Strategy at the eighth grade of SMPN 22 Taman Sari Pesawaran in the first semester of academic year 2019/2020.
2. To describe the teacher's problem in teaching reading comprehension in Recount Text by using PQ4R Strategy at the eighth grade of SMPN 22 Taman Sari Pesawaran in the first semester of academic year 2019/2020.
3. To describe the students' problems in learning reading comprehension in Recount Text by using PQ4R Strategy at the eighth grade of SMPN 22 Taman Sari Pesawaran in the first semester of academic year 2019/2020.

F. Use of the research

The result of this research were expected to be beneficial as follows:

1. As a reference for further research about teaching and learning reading in recount text.
2. Providing benefits information useful input in improving the quality of learning in the school.

3. To give more information about teaching and learning reading comprehension in Recount Text by using PQ4R Strategy to the other teachers.

G. Scope of the research

1. The subject of the research

The subject of the research were the English teacher and the students of the first semester at the eighth grade of SMPN 22 Taman Sari Pesawaran.

2. The object of the research

The object of the research was the PQ4R strategy in teaching and learning reading in Recount Text in the first semester at the eighth grade of SMPN 22 Taman Sari Pesawaran.

3. Place of the research

The place of the research was conducted at SMPN 22 Taman Sari Pesawaran in the first semester of academic year 2019/2020.

4. Time of the research

Time of the research was conducted at the first semester of academic year 2019/2020.

CHAPTER II

REVIEW OF LITERATURE

A. Concept of Teaching and Learning

1. Concept of Teaching

Teaching is a kind of activity to transfer knowledge to others. Biggs and Tang states that teaching is in effect held constant, it is transmitting information, usually by lecturing, so differences in learning are attributed to differences between students in ability, motivation, what sort of school they went to, A level results, cultural background and so on. It is undertaking specific noble task or activities the intention of which is to induce learning.¹ Therefore, English language teaching means that the teacher gives some knowledge about English so that they can use English well anywhere. It is supported by Grabe and Stoller states that Teaching is transferring material to the students by treating them uniformly good and an easily, in order the students can get the point of the material easier.² It means that in education, the teacher helps the students and guides them to learn material quickly. The teacher allows students to get knowledge and understand the material.

Moreover, Surkamp and Viebrock state that teaching is not simply understood as the application of a fixed set of knowledge or learned skills. Apart

¹ John Biggs and Catherine Tang, *Teaching for Quality Learning at University* 4th edition, (New York: Longman, 2011), p.17

² William Grabe and Fredricka L. Stoller, *Teaching and Researching Reading* (New York: Routledge, 2013), p.47

from certain routines, it requires great cognitive flexibility which is needed in the complex processes of decision-making in the classroom.³ It could be concluded that teaching English is used by the teacher gives and shared their knowledge about English to the students so they can understand and expected to master English. Teaching is not only shared and provided insight, but teachers as the main idea in educating are also expected to use wisely the way teacher teach the students and how the teacher gives knowledge about English to students. Determining the right approach, method, technique or strategy based on the needs of students in teaching English is essential.

In short, the way of teaching and assessing will depend on the level, and the goal and the strategy or method of the teacher select before. It means that education giving transmitting knowledge to the students is not the only concern in providing knowledge, but also teachers need notice how to build a good relationship with the students to make students receive what the teacher taught more natural.

2. Concept of Learning

According to Richards, Learning is seen as involving reorganization and reconstruction, and it is through these processes that people internalize knowledge and perceive the world. In language teaching, constructivism has led to a focus on learning strategies, learner beliefs, teacher thinking and other aspects of learning which stress the individual and personal contributions of learners to education. A

³ Carola Surkamp and Britta Viebrock, *Teaching English as a Foreign Language*, (Turky: Springer-Verlag GmbH Deutschland, 2018), p. 46

constructivist view of teaching involves teachers in making their sense of their classrooms and taking on the role of a reflective practitioner.⁴ learning is acquiring or getting knowledge of a subject or a skill by study, experience, or instruction. It is a relatively permanent change in a behavioral tendency and a result of reinforced practice. It means that learning that transfers not only knowledge, but also more than that, such as by teaching people can change our routine. Moreover, Surkamp and Viebrock state that learning is anchored in the academic field. In the latter tradition, languages are primarily seen as gatekeepers providing access to knowledge and educational institutions: that learning is a process of active construction: that learning is a social phenomenon, as well as an individual experience: and that learner differences are resources, not obstacles.⁵ It means that learning is an active process that done by students' own experience in the social community.

Learning is processed from not know to know. According to Redfern Learning is similar to mind mapping in that it requires students to take different nuggets of knowledge and explore how they are related to one another.⁶ It means that learning processes are getting new information from other people.

Based on those theories, the researcher concludes that learning is a process for getting knowledge, subject or else from the study, experience, and instruction. By this process, students are acquiring or getting of knowledge of a subject or a

⁴ J. C. Richard and Richard Schmidt, *Longman dictionary of language teaching and applied linguistics*, (Hong Kong: Longman Group, 2010), p. 124

⁵ Carola Surkamp and Britta Viebrock, *Op.Cit*, p. 2

⁶ Andrew Redfern, *The Essential Guide to Classroom Practice*, (New York: Routledge, 2015), p. 57

skill by education, experience or teaching. It means that learning will give influence to the students; the more students learn it makes more open possibilities to change their mindset and attitude in their behavior.

B. Concept of Reading

Reading is an exercise dominated by the eyes and brain. The eye receives the message, and the mind must then know the importance of the word. That means people receive information from their eyes then understand the meaning of their brain. According to Wineburg cited in Masnun states is a course about how to learn new information and engage in new kinds of thinking. Reading is seen as an active process involving the reader in ongoing interaction with a text as he or she reads. Both top-down and bottom-up processing occur, in an order that depends upon the topic and the reader's background knowledge.⁷

Reading is thus a complex, cognitive-linguistic process that depends on the reader's ability to engage background knowledge, language knowledge, and memory while processing print. Reading is also a social process in that it involves communicative interaction between the author and the reader.⁸ In this aspect, the cognitive processes involved in reading are similar to those used when listening. Although in the second, students are required in decoding messages rather than encoding, interpretation is not just an act of absorbing information. This is a communicative action that involves creating discourse from the text.

⁷ Masnun, *The Use of PQ4R in Teaching Reading Recount Text: An Experimental Study at First Grade of SMA N 2 Jonggat in Academic Year of 2014/2015*. Mataram University

⁸ Suzzane F. Peregoy and Owen F. Boyle, *Reading, Writing and Learning in ESL* (Sanfrancisco State University: library of congress cataloging, 2016) P. 403

Reading is something many of us take for granted. According to Emilia, a text is words or sentences woven together to create a single whole. The text is the process of receiving and interpreting information encoded in language via the medium of print.⁹ From the statement above the researcher concluded that text is the meaningful interpretation of the printed symbol. In this process, the reader tries to create the meaning intended by the author. The readers can get information from the printed page such as magazines, newspapers, novels or kinds of textbooks. It means reading is a way of getting the knowledge or meaning from the written.

To be a successful reader, one must comprehend or understand the information in written material. According to Smith Reading is the “acquisition of information” from text or, even more specifically that reading is a matter of receiving particular messages or facts put into a text by the researcher.¹⁰ It says that reading is the process of accepting and interpret information. It is readers know what they read because they can take the stimulus beyond. It is the graphic representation and assigns membership to an appropriate group of concepts already stored in their memories.

According to Ifrianti, Reading is a complex process which involves not only the reader's ability to read the text but also their experience to comprehend it. It is very essential for students because, by reading, the students will get much information and knowledge in their everyday life. Reading also has a positive

⁹ Emi Emilia, *Peningkatan genre-Based Dalam Pengajaran Bahasa Inggris: Petunjuk Untuk guru*, (Bandung: Rizqi Press, 2011), p. 4

¹⁰ Frank Smith, *Understanding Reading* (London: Lawrence Erlbaum Associates publisher, 2014), p. 67

effect on students' vocabulary knowledge, on their spelling and on their writing. Reading is an exercise dominated by the eyes and the brain. The eyes receive the messages, and the brain then has to work out the significance of this message.¹¹ It means the reader should focus when they read so that they can get the meaning. Also, Moreillon states that reading is making meaning from print and visual information.¹² It could be concluded that the reader receives data and messages from the text by reading. It is the sense of sight only reads a series of processes to deliver information or messages to others with the use of media depictions.

Based on those theories, the researcher concluded that reading processes to get information or knowledge from the text and to understand the content of the material being read. Someone needs learning to get information, and they will know something happened in the world. Reading has been a significant activity for people to understand something that happens in the world. The text is the ability of cognitive processes or interactions between graphic symbols and language reading skills. Reading is also a process of communication between the writer and the reader. An author has a message in his mind, such as teaching, fasting, ideas, and arguments that he wants for the writer to place the message into words or print verbal symbols. When the signal enters the reader's mind, it means that communication continues. In understanding the contents of the text, readers not only use their eyes but also concentrate their thoughts to capture the writer's ideas.

¹¹ Syofnidah Ifrianti, "Increasing Students' Reading Comprehension by Using Jigsaw Technique, English Education: Jurnal Tadris Bahasa Inggris" (Lampung:English Education, 2013), p. 144

¹² Judi Moreillon, *Collaborative Strategies for Teaching Reading Comprehension*, (Chicago: American Library Association , 2010), p.10

C. Types of Reading

According to Brown, there are three types of reading as below:

1). Perceptive Reading

Perceptive readings involve attending to the components of the larger stretch of discourse: letters, word, punctuation and other graphemes' symbols. Bottom-up processing is implied.

2). Selective Reading

This category is largely an artifact of assessment formats. To ascertain one's reading recognition of lexical-grammatical or discourse features of language within a very short.

3). Interactive Reading

Interactive reading types are stretches of the language of several paragraphs to one page or more in which the reader must, in the psycholinguistic sense, interact with the text. Bottom-up processing may be used.

4) Intensive Reading

Brown explained that intensive reading is usually an activity-oriented in the classroom. Students focus on the linguistic or semantic details of a section. Intensive reading calls student attention to grammatical forms, markers of discourse, and details of other surface structures to understand literal meaning, implications, rhetorical relationships, and the like. For this reading activity, the teacher chooses and directs what students read and is designed to develop special receptive skills.

Intensive reading as an activity to retrieve text, study it, refer every time to our dictionary and grammar, compare, analyze, translate, and maintain every expression it contains.

5). Extensive Reading

Extensive reading as longer stretches of discourse, such as a long article, and books that are usually read outside a classroom hour.¹³

Based on the statement above, we know that there are several types of reading included perceptive reading, selective reading, interactive reading, intensive reading, and extensive reading. Insightful reading asks the students to analyze the letter, word, and symbol separately. Careful reading is the process to know the grammatical or the paragraph in the short passage. Interactive reading asks the students to read some text and find the information from the book. Intensive reading is usually an activity-oriented in the classroom. Meanwhile, extensive reading deals with a more extended version, and this requires student ability to understand the whole text. So, from the explanation above, the researcher will focus on intensive reading because that related to the strategies that will use.

¹³ H. Douglas Brown. *Language Assessment Principle and Classroom Practices*, (New York: Longman Person, 2014), p.186

D. Purpose of Reading

Everyone has a purpose in reading the text either to get information about something or to get entertainment. Harmer says the use of learning about the teaching of reading into a goal:

a. Reading for information

This activity is teaching the recognition and interpretation of text type, which contains data. An overall emphasizes on topics within each text type.

b. Reading for meaning

This is purposed to teach the recognition and interpretation of the relationship between form and in the text.

c. Reading for pleasure

This is a benefit to show the recognition and the ways of interpreting those texts often associated with reading for pleasure.¹⁴

It is supported by Williams in Jo McDonough, he states that usefully classifies reading into: Getting general information from a text, getting specific information from a text, and for pleasure or for interest.¹⁵ By the theory above, it can be concluded that in teaching reading, there are many reason or purpose for making student motivation to read the text. And from those purpose have good influence for students' knowledge. Eventually, reading has benefits for students' careers in the future.

¹⁴ Jeremy Harmer, *English Language Teaching*, (New York: Longman, 2004), p.56

¹⁵ Jo McDonough, *Material and Method in ELT; A Teachers' Guide*, (3rd Ed), (Chichester: Wiley-Blackwel 2013), p. 111

E. Concept of Reading Comprehension

One of the goals of Reading is comprehension. Reading can help people to improve their comprehension. Comprehension is the goal of reading. Because students who are identified as struggling readers in the early primary grades are generally labeled thusly on the basis of their difficulties with the alphabetic coding and word-learning aspects of reading, the importance of attending to meaning construction is sometimes overlooked. Instruction specifically focused on enhancing comprehension is addressed through discussion of two goals: vocabulary and language development and comprehension and knowledge.¹⁶ A good reader will get recognition when they read it. To gain understanding, we must know a few Understanding. Understanding has several types, namely:¹⁷

1. Literal understanding: Reading to understand, remember, or remember information that is explicitly contained in a section.
2. Inferential comprehension: reading to find information that is not expressly stated in parts, using readers' experience and intuition, and by concluding.
3. Critical/evaluative understanding: Read to compare information in a section with the knowledge and value of the reader.
4. Appreciative understanding: Reading to get an emotional response or other types that are valued from the part.

¹⁶ Donna M. Scanlon, Kimberly L. Anderson & Joan M. Sweeney, *Early Intervention for Reading Difficulties*, (New York: The Guilford Press, 2010), p. 18

¹⁷ J. C. Richard and Richard Schmidt, *Op.Cit*, p. 483

According to Clarke and Cheshier, reading comprehension is the process of constructing meaning by coordinating some complex operations that include word reading, word and world knowledge, and fluency.¹⁸ It could be concluded that reading comprehension is a complex process of transfer the information from the writer to the reader to make them understand what the writer means. The student as a reader can comprehend the text based on their ability to recognize the book.

Reading comprehension is intentional thinking during which meaning is constructed through interactions between text and reader.”¹⁹ It means that reading comprehension is considered as the ability of the student to understand the text in finding and determining the main idea and topic sentence from the book.

Reading comprehension means a reader acquire information from reading. It is highly related to the conceptual background of the reader. According to Woolley, reading comprehension is the process of making meaning from text. The goal, therefore, is to gain an overall understanding of what is described in the book rather than to obtain sense from isolated words or sentences.²⁰ It can be said that reading comprehension is the process to make meaning of what is described in the text.

Reading comprehension is dependent on three factors. The first factor is that the reader has command of the linguistic structures of the text. The second factor is that the reader can exercise metacognitive control over the content being read. The third and most crucial criterion influencing comprehension is that the reader

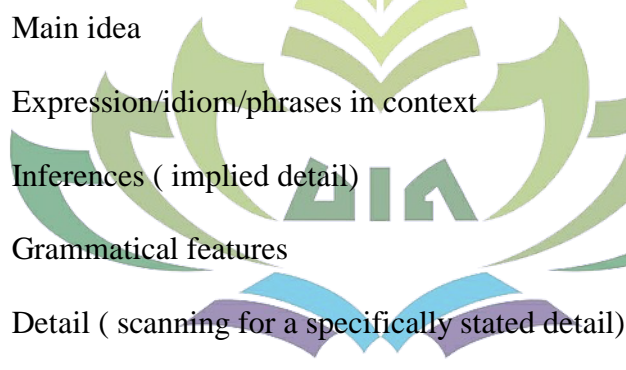
¹⁸ Paula J Clarke and Dean Cheshier - *Developing reading comprehension*, (New York : The Guilford Press, 2014), p.1

¹⁹ Paula J Clarke and Dean Cheshier, *Op. Cit*, p. 5

²⁰ Gary Woolley, *Reading Comprehension: Assisting Children with Learning Difficulties*, (New York: Springer Science, 2011), p.15

has an adequate background in the material and vocabulary being presented”.²¹ That can be explained that understanding includes understanding information in the text which has to be interpreted by the students. Readers who have strong comprehension can conclude what they read, what is essential, what is a fact, what caused an event to happen, which characters are funny. Thus understanding involves combining reading with thinking and reasoning.

Based on the language assessment theory by Brown especially, in reading some criteria are commonly used in measuring students’ reading comprehension ability, they are:

- 
1. Main idea
 2. Expression/idiom/phrases in context
 3. Inferences (implied detail)
 4. Grammatical features
 5. Detail (scanning for a specifically stated detail)
 6. Excluding facts not written (unstated details)
 7. Supporting ideas
 8. Vocabulary in context.²²

Based on brief explanations above the researcher concluded that reading comprehension is the interaction process between the reader and the text, comprehend the words, to relate the words with the target language and understand the purpose of the book. So, the reader knows about main idea/topic

²¹ Karen Tankersley. *Literacy Strategies For Grades 4-12*, (NewYork: Literacy Development, 2005), p.108

²² H Douglas Brown, *Language Assessment Principle and Classroom Practices*, Op.Cit, p.206

sentence, inference (implied detail), Expression/idiom/ phrases in context, grammatical features, Detail (scanning for an explicitly stated aspect), excluding fact not written (unstated details), supporting an idea, and vocabulary in context. Background knowledge of the reader is used to help to comprehend text. It can be stated that there will be no reading without comprehension.

F. Text

a. Definition of Text

The text is a communication system that is organized as a cohesive unit. A text is every communication action that is completed such as speech between friends on the street, television advertisements, novels, or films and so on. As far as speech and writing are concerned, a text stands alone as an act of communication.²³

The text is when these words are put together to communicate the message. A text is a meaningful linguistic unit in a context. A text is both a spoken text and a written text. A spoken text is any meaning spoken text. it can be a word or a phrase or a sentence or a discourse.²⁴ The meaning of a sentence may have different meanings according to the context. For example, I buy drinks for everyone here, and the average sentence is one drink for all or one bottle for each. Therefore, if we are a teacher, we must be able to develop students' ability to exchange meaning at various points of the sentence.

²³ Peter Knap and Megan Watkins, *Genre, text, grammar: technologies for teaching and assesing writing*. (Australia: University of New South Wales. 2005), p.29

²⁴ Sanggam Sihaan and Kisno Shinoda, *Generic Text Structure*, (Yogyakarta; Graha Ilmu. 2008) p. 1

b. Types of Text.

Text are divided into several types, they are narrative, recount, descriptive, report explanation, analytical exposition, hortatory exposition, procedure, discussion review, anecdote, spoof, and news item. These variations are known as genre:

1. Narrative

Narrative text is a text to amuse or entertain the readers and to tell a story and always use simple past tense. The generic structure of narrative text are orientation, complication, resolution, and reorientation

2. Recount

Recount text is a text to retell something that happened in the past and to tell a series of past event. The generic structure of recount are orientation, event (s), reorientation.

3. Descriptive

Descriptive text is a text to describe a particular person, place or thing in detail. The generic structure of descriptive text are identification, description.

4. Report

Report text is a text to presents information about something, as it is.
The generic structure are general classification, description.

5. Explanation

Explanation text is a text to explain the processes involved in the formation or working of natural or socio-cultural phenomena. The generic structure are general statement, explanation, closing

6. Analytical Exposition

Analytical exposition text is text to reveal the readers that something is the important case. The generic structure are thesis, arguments, reiteration or conclusion

7. Hortatory Exposition

Hortatory exposition text is a text to persuade the readers that something should structure are thesis, arguments, the or be done. The gene or should not recommendation.

8. Procedure

Procedure text is a text to help readers how to do or make something completely The generic structure are goal/aim, materials/ equipment, step or method.

9. Discussion

Discussion text is a text to present information and opinions about issues in more one side of an issue (For/Pros' and Against/Cons'). The generic structure are: issue, arguments for and against, conclusion.

10. Review

Review text is a text to critique or evaluate an art work or event for a public audience. The dominant generic structure are orientation, evaluation, interpretative recount, evaluation, evaluative summation.

11. Anecdote

Anecdote text is a text to share with others an account of an unusual or amusing incident. The generic structure are abstract, orientation, crisis, reaction, coda.

12. Spoof

Spoof text is a text to tell an event with a humorous twist and entertain the readers. The generic structure are orientation, event (s), twist.

13. News Item

News item text is a text to inform readers about events of the day which are considered newsworthy or important. The Dominant generic structure are news worthy event (s), background event (s), sources.²⁵

Based on the description above, the researcher concludes that text is a unit of meaning and text is meaningful of linguistic. A linguistic unit is a phoneme or a morpheme or a clause, or a sentence or a discourse. Furthermore, text are divided into several types, they are narrative, recount, descriptive, report, explanation, analytical exposition, hortatory exposition, procedure, discussion, review anecdote, spoof, and news item. The following will be explanation about recount text.

G. Recount Text

According to Knapp, Recount Text, basically it is written out to make a report about an experience of a series of related event. A recount is written out to

²⁵ Sanggam Sihaan and Kisno Shinoda, Generic Text Structure, (Yogyakarta: Graha Ilmu, 2008), p. 1

inform an event or to entertain people. Recount Text is text function as for telling an incident in the past.²⁶

Recount is a most common type of non-fiction writing and includes regular 'news' or diary writing accounts of outings and holiday activities 'true stories' of events in history and accurate reporting of classroom activities in science or other curriculum areas.²⁷

Recount text is one of the genres learned in junior high school started at the grade eight students. Recount text is the text composed by the writer to tell the past events or past experience. It might be closely linked to actual or various experiences. Coogan in Elita dkk, states that "recount text is written to retell event with the purpose of informing or entertaining their audience or reader".²⁸

There are several rhetorical structures which are used in recount text including orientation, events, and evaluation.

- a. Orientation: it gives reader background information of the story. As the opining paragraph, it should answer the question: who, what, where, when, and how.

²⁶ Peter Knaap, *Genre, text, and grammar* (Sydney: University of New South Wales, 2005), p. 223

²⁷ Sue Palmer, *How to Teach Writing Across the Curriculum Ages 6-8* (New York: Routledge, 2011), p. 42

²⁸ Desrina Elita, Zainil and Desmawati Radjab, Improving Students' Reading Comprehension of Recount Text Through Two Stay Two Stray (Tsts) Technique At Grade Viii 1 Of Smp N 2 Tilatang Kamang Agam, *Journal English Language Teaching (ELT)*, Volume 1, Nomor 2, Juli 2013, p. 68

- b. Events: it tells a series of events in a chronological order and describes what happened.
- c. Evaluation: it consists of a type of conclusion with a comment or a summary and evaluation about the topic of the story.
- d. A reorientation which “rounds off “the sequences of events or retell about what happened in the end.

Boardman states that the language features usually found in a recount:

- a. Use of nouns and pronouns to identify people, animals or things involved.
- b. Use of past action verbs to refer the events.
- c. Use of past tense to located events in relation to speaker`s or researcher`s time.
- d. Use conjunctions and time connectives to sequence the event.
- e. Use of adverb and adverbial phrases to indicate place and time.
- f. Use of adjectives to describe nouns.

Below is an example of recount text:²⁹

Orientation —

Event 1 —

²⁹ Saragih, Natanael, Roswita Silalahi, and Hilman Pardede; The Effectiveness of Using Recount Text to Improve Writing Skill For Grade III Students of Kalam Kudus Elementary School 2 Pematangsiantar. *IJSR Journal Of Humanities And Social Science*, Volume 19, Issue 1, Ver. XII

Event 2 —

Re-orientation —

My Basketball Experience

When I was in Junior High School, I loved basketball.

Every Saturday afternoon I practiced in the school field with my team and my coach. They were loud and smart players. My coach, Mr. Sentana was a kind person. But, while he was coaching us, he was very disciplined. He would ground anyone who came late and not obeyed the team's rules.

With Mr.Sentana, our team won many tournaments in many big cities. Our team named after school, 67 Team (from SMP 67) and we had so many fans too. Now, I still love basketball and have a team also.

But, my parents warned me to pay attention more to study, basketball just for a hobby.

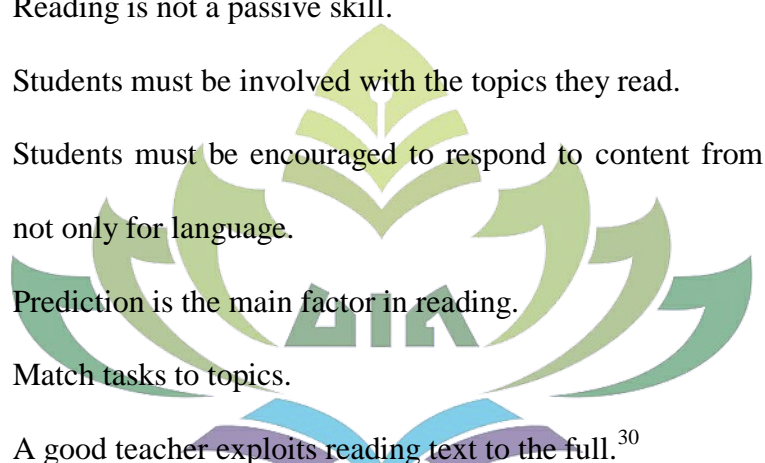
As mention before it can be concluded that recount genre has a certain generic structure which includes three parts: orientation, events, and re-orientation. Moreover, to know whether the recount genre which was made is effective or not, the teacher could measure it from some criteria, such as:

1. There are three parts of the generic structure in the text that are orientation, events, and re-orientation.
2. The use of simple sentences including Subject (S), Predicate (P), and Object (O). It was also used to avoid ambiguous sentences in the students' writing.

H. Concept of Teaching Reading

Teaching is the process of transferring knowledge. Reading education not only teaches reading but more than that. Understanding the text is one of the goals

of reading. Learning teaching can be played as facilitating students' performance in interpreting texts, and providing students with many opportunities for practice driven a number of the most public enhancing understandings of which are reciprocal teaching, cooperative learning, and reading recovery. During the teaching and learning process, we must pay attention to the principles of teaching reading. Laws can be a standard for limiting teachers when they teach reading. The principles of teaching reading are stated below:

- 
- a) Reading is not a passive skill.
 - b) Students must be involved with the topics they read.
 - c) Students must be encouraged to respond to content from reading texts, not only for language.
 - d) Prediction is the main factor in reading.
 - e) Match tasks to topics.
 - f) A good teacher exploits reading text to the full.³⁰

It can be concluded that in teaching reading, six principles can be as a guideline in teaching reading. And the teacher also needs to notice in many aspects that influence teaching reading.

Teaching reading is not a vacuum activity. Students must enjoy during the reading process. As we know the advantages of reading, so we must pay attention to how to improve reading comprehension in the classroom. Teaching reading requires more than just reading the text. According to the definition of reading and

³⁰ Jeremy Harmer, *How to Teach Writing*, (New York: Longman, 2004), p.101

reading comprehension, we have three points based on the explanation above, they are:

- a) Readers who do understanding.
- b) Text that must be understood.
- c) Activities where understanding is part.

Teaching is guiding and facilitating learning, enabling the learner to learn, setting the conditions for learning. In other words, teaching is an activity that tries to help someone to acquire, develop skill, attitudes, ideas, appreciation, and knowledge. So, school is transferred not only the experience but also changed the students' perspective.

Tankersley stated that teaching reading must be to teach comprehension skills and strategies, to develop background knowledge, to expand vocabulary and oral language and to build understanding and comprehension skills.³¹ It means that the teacher must be know how to approach all types of text to help and teach students and make them understand the meaning of the text.

Based on those explanations, it can be concluded that teaching reading is the process of teacher for helping, facilitating, guiding students to comprehend the text and providing students with many opportunities for practice it to make them can acquire the meaning and information from the author on the book.

I. Definition of Approach, Method, and Technique

³¹ Karen Tankersley. *The Threads of Reading*, (NewYork: Literacy Development, 2003), p.144

In general area of methodology, people talk about approaches, methods, technique, and procedures, all of which go into the practice of English teaching.

Approach refers to theories about the nature of language and language learning that serve as the source of practices and principles in language teaching theory of language, how the language is presented theory of learning and theory of teaching a set of correlative assumptions dealing with the nature of language teaching and learning. An approach is axiomatic. It describes the nature of the subject can be taught.³² It means that the theory of teaching and learning language process and it is the set of ambivalent assumptions dealing with the nature of language teaching and learning. It can be also said that approach describes how people get the knowledge to achieve success in language learning.

In addition, A method is the partial realization of an approach. The originators of a method have arrived at decisions about types of activity, roles of teachers and learners, the kind of material which will be helpful and some models of syllabus organization. The method includes various procedures and technique as part of their standard fare.³³ Method is planning of teaching material and way of teaching. It means that based on the selecting material and presentation of language material.

In language teaching has been characterized in a variety of ways; methodology is that which links theory and practice. Theory statements would include theories of what language is and how language is learned or, more

³²Jack C. Richards, and Theodore S. Rodgers, *Approaches and Methods in Language Teaching*, (New York: Cambridge University Press, 2014), p.18

³³ ibid

specifically, theories of second language acquisition (SLA). Such theories are linked to various design features of language instruction. These design features might include stated objectives, syllabus specifications, types of activities, roles of teachers, learners, materials, and so forth. Design features in turn are linked to actual teaching and learning practices as observed in the environments where language teaching and learning take place.

Furthermore, technique is a particular strategy or procedure used to accomplish a particular objective. It is implementation that which actually takes place in a classroom. It is a particular trick, stratagem, or contrivance used to accomplish an immediate objective. Techniques must be consistent with a method, and therefore in harmony with an approach as well. It means that the technique is the activity takes place in the learning process. The technique must be consistent with a method and therefore in harmony with an approach as well. It can be a strategy that consisted of some procedures that used to accomplish an immediate objective.

Based on the explanation above, it can be stated that it refers to strategy that used in the classroom. It can be implemented by using some procedures or a particular trick. in addition, the teacher can use some of strategies in the teaching and learning process in the classroom. There are many strategies. One of them is PQ4R strategy that can be implemented in the classroom.

J. Concept of PQ4R Strategy

a. Definition of Learning Strategies

According to Sulistiyono in Trianto learning strategies is a special action taken by someone to make it easier, faster, more enjoyable, easier to understand directly, more effective and easier to transfer into new situations.³⁴ It can be concluded that Learning strategies are ways that someone will use to choose learning activities that will be used during the learning process. Selection is made by considering the circumstances, learning resources, needs and characteristics of students faced to achieve specific learning goals.

b. PQ4R Strategy

Initial experience can be built through reading activities. With this activity, students will know. One of those strategies can be developed to read PQ4R. One of the most well-known strategies to help students understand and remember the material they are learning is the PQ4R strategy. This strategy is based on the PQRST strategy and SQ3R strategy.³⁵

The steps in the PQ4R reading strategy are as follows:

1) Preview

Students find the main ideas developed in reading material. Parts that can be read like the introductory chapter, table of contents, topics and subtopics, titles, or chapter summaries. Finding a basic idea can also be done by reading one or two sentences from each page quickly.

2) Questions

³⁴ Trianto, S.Pd., M.Pd, *Model-Model Pembelajaran Inovatif Berorientasi Konstruktivistik*, (Jakarta: Prestasi Pustaka, 2007), p. 86

³⁵ Iis Sopiawati, Penerapan Strategi PQ4R Dalam Pembelajaran Comprehension Crite IV, *Departemen Pendidikan Bahasa Perancis FPBS UPI*, Barista, Volume 2, Nomor 1, Juli 2015

Students formulate questions for themselves. Items can be developed from simple to complicated problems. Issues include what, who, where, when, why and how. Questions designed for the formation of declarative knowledge, structural and procedural knowledge.

3) Read

At this stage the students find answers to all the question that have been formulated. In the Qur'an read as described in detail in the Al-Alaq verses 1-5. This means that:

أَقْرَأْ بِاسْمِ رَبِّكَ الَّذِي خَلَقَ ﴿١﴾ خَلَقَ الْإِنْسَانَ مِنْ عَلَقٍ ﴿٢﴾ اقْرَأْ وَرَبُّكَ
الْأَكْرَمُ ﴿٣﴾ الَّذِي عَلَّمَ بِالْقَلَمِ ﴿٤﴾ عَلَّمَ الْإِنْسَانَ مَا لَمْ يَعْلَمْ ﴿٥﴾

Read through the name of your Lord create. He has created man from a blood clot. Read and your Lord Your Majesty. Who teaches (human) with pen. He taught any human being who he knows (Q.S. al- "Alaq / 96: 1-5)³⁶

Based on the above verse, the prophet Muhammad was expected by God to be able to read, although before this verse was revealed the Prophet Muhammad was an illiterate person. A person can read several times smoothly to repeat the reading. Indeed, Allah has made the power of nature to make you a man who knows to read, even though you did not study it before. For that as a reasonable creature must learn a lot through reading.

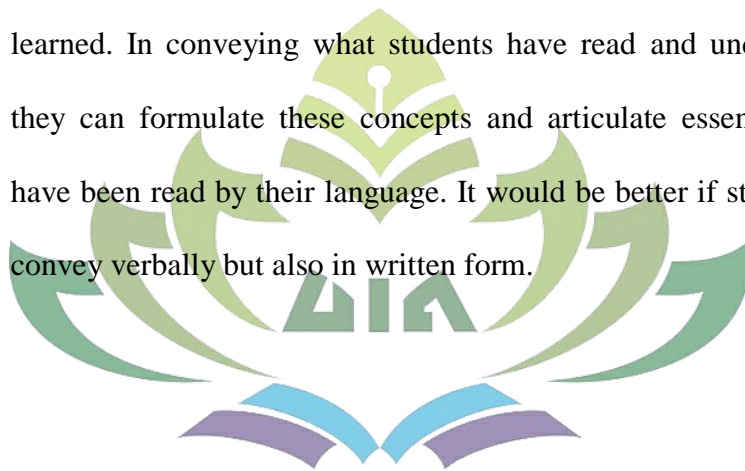
4) Reflect

³⁶ Departemen Agama RI, *Al-Quran dan Terjemahannya*, (Jakarta Timur: CV Darus Sunnah, 2002), p. 598

During reading, students not only remember or memorize enough, but the most important thing is that the dialogue with what they read. They try to understand what they read. The methods are as follows: (1) correlate what has been learned with things that have been known beforehand, (2) the sub-topic in question in the text with the concept, (3) pay attention to the reading with the facts involved.

5) Recite

At this stage, students are asked to reflect on the information they have learned. In conveying what students have read and understood is that they can formulate these concepts and articulate essential points that have been read by their language. It would be better if students not only convey verbally but also in written form.



6) Reviews

The final step is that students are asked to make a summary or formulate the essence of the material that has been read. In this step, students can form conclusions as answers to questions that have been expressed.³⁷

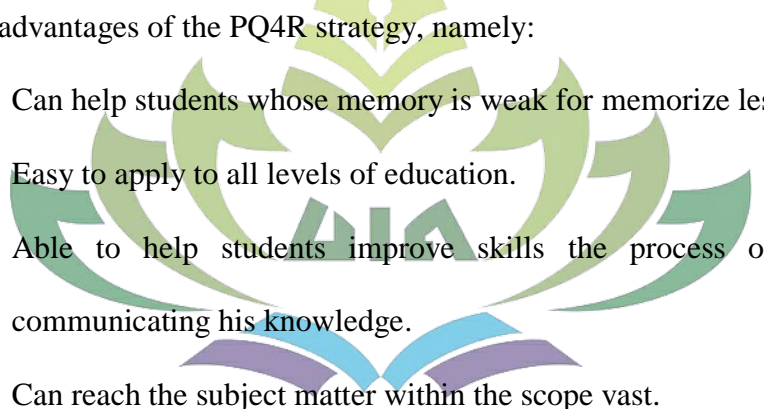
From the explanation above, It can be concluded that the PQ4R reading strategy is used to help students remember what they read. P stands for preview (quick reading quickly), Q is a question (question), and 4R stands for read (read),

³⁷ Agus Suprijono, *Cooperative Learning Teori & Aplikasi Paikem*, (Yogyakarta: Pustaka pelajar, 2015), p.122

reflect (reflection), recite (own question and answer), review (repeat overall). Preview and ask questions before reading activate initial knowledge and initiate the process of making connections between new information and what is already known.

K. Advantages and Disadvantages of PQ4R Strategy

Puspitasari in Hendi states that there are the advantages and disadvantages in applying PQ4R strategy in the teaching and learning process in the classroom, they are: ³⁸

- 
- 1) The advantages of the PQ4R strategy, namely:
 - a. Can help students whose memory is weak for memorize lesson concepts.
 - b. Easy to apply to all levels of education.
 - c. Able to help students improve skills the process of asking and communicating his knowledge.
 - d. Can reach the subject matter within the scope vast.
 - 2) The disadvantages of PQ4R Strategy, namely:
 - a. It is very difficult to implement if the means are like a student book (textbook) not available at school.
 - b. Not effective in classes with a number of students which is too big because the teacher's guidance is not optimal especially in formulating questions.

³⁸ Asrean Hendi; Pengaruh Strategi Preview, Question, Read, Reflect, Recite, And Review (Pq4r) Untuk Meningkatkan Kemampuan Pemecahan Masalah Matematika Siswa, *Seminar Nasional Matematika dan Pendidikan Matematika 2017*.

L. Steps of Teaching and Learning Using of PQ4R Strategy.

1) The steps of Teaching for the teacher.³⁹

Table 2

No	The Steps	Teacher's Steps	Student's Steps
1	Preview	a. Give the reading materials for students to read. b. Inform to students how to find the main idea/learning objectives to be achieved.	Reading quickly to find the main idea/ learning objectives to be achieved.
2	Question	a. Inform the students to pay attention to the meaning of the passage. b. Give students' assignments to make the question of the principal idea that found using the words what, why, who, and how.	a. Pay attention to teacher's explanation. b. Answer the question that have been made.
3	Read	Instruct students to read and respond / answer the questions that had been prepared before.	Read actively while providing a response to what has been read and answer the questions made.
4	Reflect	Simulating / inform the materials on reading material.	Students not only memorize and remember the subject matter but try to solve the problem of information provided by teachers

³⁹ Trianto, S.Pd., M.Pd, *Model-Model Pembelajaran Inovatif Berorientasi Konstruktivistik*, Op.Cit, p. 150-151

			with the knowledge that has been known through reading materials.
5	Recite	Ask students to make the essence of the whole discussion of the lessons learn today.	<ul style="list-style-type: none"> a. Ask and answer questions. b. See the notes / the essence have been made before. c. Making the essence of the whole discussion.
6	Review	<ul style="list-style-type: none"> a. Ask students to read the essence that made from the details of the main idea in their mind. b. Ask students to read back the reading material, if still not sure. 	<ul style="list-style-type: none"> a. Read the essence that have been made b. Read back the literature if still not convinced of the answers that have been made.

From the steps of the PQ4R strategy described above, it can be seen that this learning strategy can help students understand learning material, especially for content that is more difficult and allows students to concentrate longer.

M. Problem in Teaching and Learning Reading Comprehension

1. Problem in Teaching Reading Comprehension

According to Sugiyono, problem is the deviation between that should be and what actually happened, between and practice, between the rules and

implementation, the plan and implementation.⁴⁰ It can be concluded that the problem was the disparity between the expected reality with a properly, in order to achieve goals with maximum result.

The problems in teaching reading deal with the teaching techniques and selection of teaching materials. Some problems eventually appeared from the teaching practice. Some emerged as issues that did not all teachers agree with. According to Baradja in Budiharso books that was five facts that exist as issues in teaching reading. The problem in teaching reading was as follows:

a. The students' mastery of the basics

The basic knowledge of reading consists of the mastery of basic structural patterns and sufficient vocabulary items. The basic knowledge is the 'foundation of reading'. It is quite logic that the learners of reading must achieve the basic knowledge at appropriate levels. If this is not available, how we can built a house without foundation.

b. The students' habit of slow reading

Slow readers generally have poor comprehension. Therefore, slow readers are at a disadvantage in many ways. In Indonesian context, students try to read very slowly as if they want to understand a word of the passage.. If they do not understand a word or an expression, they do not hesitate to look up word by word in dictionary, so that the reading is very slow.

⁴⁰Sugiyono, *Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif, dan R&D*, (Bandung: Alfabeta, 2011), p.32

c. The students' in ability to figure out inferences, implications and main idea In reading an English text, students are concerned with two factors, to decode the text as what the writer says and to be familiar with content schema, that include culture and background knowledge . The mastery on these factors will provide students with accurate inferences, determining implications of what have been read, and identifying accurately main ideas of the text. Most students do not understand the text properly because they could not identify the main idea, make correct inferences, and understand accurate implication

d. Text Selection

In the text selection, teachers are not confident to choose the reading materials. Teacher mostly really upon English textbook available by which modifications are nor required. To use the textbook the teachers follow the contents and exercises on the book.

e. Exercise to include

Exercise following the reading passage have been questioned as they impose the teachers to implement teaching. Strategies at the artificial some ways the format of exercises in the traditional comprehension is following a passage, the writer provides some comprehension question text.⁴¹

⁴¹ Teguh Budiharso, *Prinsip dan Strategi Pengajaran Bahasa*, (Surabaya: Lutfansyah Mediatama, 2004), p.54

From the explanation above, the researcher concluded that teaching reading was not easy for the teacher, because there were some problems faced in teaching reading. They were included in text selection and exercise to include.

In addition, the teacher's problems in teaching reading comprehension by Linane are:

- a. The teacher has difficulty to make sure whether the students read the text or not.

Sometimes the teacher does not know until the students walk in the door if students have read their assignment. Thus, the question will be "did the student read the text?". the reality is : some will and some will not. Some teachers feel that is unfair for them to be held accountable to common core or state standards of instruction if the students do not even read the text that can help them improve. When the teacher gives reading task as home work, the teacher does not know whether the students has answered the assignment by their selves or the student simply copying the answer from another student.

- b. The teacher did not give meaningful feedback to the students.

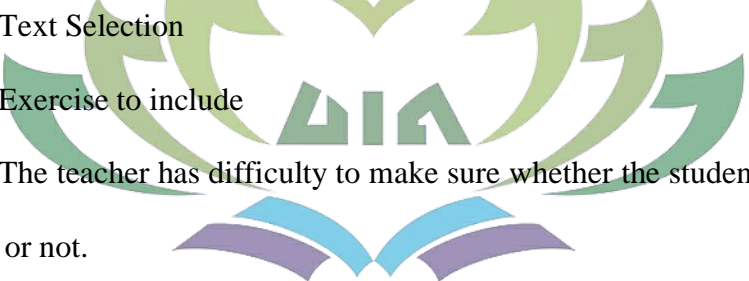
It is even more difficult to give quick feedback on student's comprehension. The alternative is to give low-tech, highly efficient verbal feedback during a class discussion.

- c. The teacher did not give assessment with the proper standard.

When the teacher have to validate that the assignment is aligned with the proper standards. This step could take some time depending on how familiar the teacher with their relevant standards. The worst is if the teacher take long time to give the assessment with the proper standards.⁴²

The problem in teaching reading deals with the teaching techniques and the selection of the teaching materials. Some problems evidently appear from teachers themselves and the teaching practices itself.

Based on explanations above, it can be concluded that the problems of teaching reading are:

- 
- a. Text Selection
 - b. Exercise to include
 - c. The teacher has difficulty to make sure whether the students read the text or not.
 - d. The teacher did not give meaningful feedback to the students.
 - e. The teacher did not give assessment with the proper standard.
 - f. Students' mastery of the basics.
 - g. The students' habit of slow reading.
 - h. The students' in ability to figure out inference, implications and main idea.

2. Problem in Learning Reading Comprehension

⁴² MJ. Linane, "6 Reading Comprehension Problems", (Online), Available at: <http://www.coolcatteacher.com/6-reading-comprehension-problem/> 9, (Accessed on march 1st, 2018)

In teaching learning process especially in reading, student usually find problems in learning reading activity. There are some problems faced by the students in learning reading activity in classroom. There are as follows:

1) Identifying main idea

Grasping the main idea is also a prerequisite for summarizing, outlining, and taking notes. Grasping the main idea requires the ability to see similarities among details, note differences, and classify or categorize details.⁴³ Without prerequisite skills of noting likenesses and differences and being able to classify details, student have difficulty deriving recognizing main ideas. The major problem that students have with selecting or constructing main ideas is not including all details. Students tend to select or construct a main idea that is too narrow.

2) Making inference

Making inference is a process of guessing or predicting certain unknown information based on the text. For some students, making inference is difficult things to do since they should think deeper to answer the questions. It is supported by Gunning, he states that make inferences is to guesses or conclusions that we draw from details. Stress with students the importance of basing inferences on details or other information.⁴⁴

3) Determining references

⁴³ Thomas G Gunning, *reading comprehension booster*, (San Fransisco: Jossey-Bass, 2010), p.25

⁴⁴ Ibid

Determining references is the ability in choosing the things pointed by certain pronouns. To be able to complete this task, the students should be careful in analyzing the information related to text given. In the process of learning, it has been introduced by the teacher. Hence, they were familiar with this task.

4) Using vocabulary context

Vocabulary mastery is really crucial for students to enlarge. They would be easy in comprehending the text if they have a lot of vocabulary size. Using vocabulary context in reading is about how to replace certain vocabulary with its synonym or antonym. The students can easily answer the questions if they have good vocabulary mastery. It is supported by Wassman and Rinsky cited in Suparman, they argue that to comprehend the intended meaning of an unfamiliar word in a certain text, one has to learn to use context efficiently, and has to use the words parts (prefixes, suffixes, and roots) already known and apply them to unknown words.⁴⁵

5) Findings Supporting Details

An inability to summarize is a sign that comprehension is lacking and calls for a rereading. Summarizing requires the ability to identify the main idea and supporting details. It also requires the abilities to select the most important information, combine details, and condense and paraphrase. The major problem that students have with summarizing is

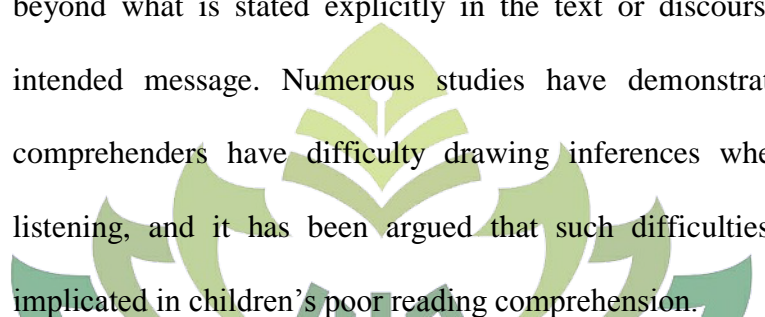
⁴⁵ Ujang Suparman, *Reading Strategies of EFL*, (Tangerang: Mata Baca Publisher, 2007), p.14

failure to discriminate between essential and unimportant details so that the summary becomes a retelling. Students might also have difficulty organizing information so that their summary is just a random listing of whatever they remember.

Moreover, the student's problem in learning reading based on Nation are:

a. Inference making

To understand language, it is often necessary to make inferences to go beyond what is stated explicitly in the text or discourse to infer the intended message. Numerous studies have demonstrated that poor comprehenders have difficulty drawing inferences when reading or listening, and it has been argued that such difficulties are causally implicated in children's poor reading comprehension.



b. Working memory

Language comprehension places heavy demands on working memory resources. Verbal working memory weakness may be a consequence of poor language comprehension.

c. Knowledge

Knowledge is essential to comprehension. Without an appreciation of the meanings words, there can be no comprehension. There is evidence suggesting that poor comprehenders have relative weakness in expressive and receptive vocabulary indicative of lack knowledge at the word level.

d. Prior knowledge

Prior knowledge about a text predicts comprehension of it and it is plain that complete lack of knowledge will result in a complete lack of comprehension.⁴⁶

Besides, according to Linane, the problems in learning reading are:

- a. The students need to be able to decode and comprehend what they are reading.
- b. The students do not understand what they read.
- c. The difficult language in historical texts and poor question design in the book.
- d. The students are struggling readers. They cannot correctly identify the main idea when they read.⁴⁷

Based on those explanation, the researcher concluded that the problems in learning reading are:

1. The students have not good vocabulary mastery.
2. The students have difficulties to decode the text and sentence.

⁴⁶ Kate Nation, “*Children’s Reading Comprehension Difficulties*”, (Online), Available at: <http://www.pitt.edu/~perfetti/PDF/Nation.pdf> , (Accessed on March 3rd ,2018)

⁴⁷ MJ. Linane, *Loc.Cit*

3. The students have habit of slow reading.
4. The students have problems in making inference.
5. The students have problems in working memory to remember about the text.



CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

This research used descriptive qualitative research. Qualitative research is an umbrella term for a wide variety of approaches to and methods for the study of natural social life.¹ Moreover, Creswell states that qualitative research is Exploring a problem and developing a detailed understanding of a central phenomenon, Having the literature review plays a minor role but justify the problem, Stating the purpose and research questions in a general and broad way so as to the participants' experiences, Collecting data based on words from a small number of individuals so that the participants' views are obtained, Analyzing the data for description and themes using text analysis and interpreting the larger meaning of the findings, Writing the report using flexible, emerging structures and evaluative criteria, and including the researchers' subjective reflexivity and bias.² Qualitative research is an umbrella term for an array of attitudes towards and strategies for conducting an inquiry that is aimed at discovering how human beings understand, experience, interpret and produce the social world.³ Qualitative refers to data that describes an object's qualities or meaningful properties.⁴ A descriptive research was described and interprets what the problem is. Thus, by

¹ Johnny Saldana, Patricia Leavy, *Fundamentals of Qualitative Research*, (USA: Oxford University Press, 2011), p. 3

² John W. Creswell, *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research, 4th Edition*, (New York: Addison Wesley, 2012), p. 16

³ Martyn Hammersley, *What is qualitative research?*, (New York: Bloomsbury Academic, 2012), p.1

⁴ Jeffrey Longhofer, Etc, *Qualitative Methods for Practice Research*, (New York: Oxford University Press, 2012). P.38

using this research focuses on teaching learning reading comprehension by using PQ4R Strategy at the first semester of the eighth grade of SMPN 22 Taman Sari Pesawaran.

The research is conducted to describe the process of teaching and learning reading comprehension in recount text by using PQ4R Strategy in the classroom, the problems faced by the teacher in teaching and the problems faced by the students in learning reading recount text by using PQ4R Strategy.

B. Research Subject

Population is the whole subject/object of the research that has quality and particulate characteristic. In addition he states that sample is part of the characteristic of population that represents of its population.⁵ Therefore, the sample of population as the subject and as the source of the data in this research are the english teacher and some students in grade eighth of SMP N 22 Taman Sari Pesawaran.

In this research, used purposive sampling technique. According to Arikunto, purposive sampling technique is sampling technique which is done because limited time and finding.⁶ Lodico dkk stated that, purposive sampling technique is a common procedure used in qualitative research that identifies key informants or person who have specific knowledge about the topic being studied. The type of purposive sampling that a researcher may decide to use depends on the purpose of

⁵ Sugiyono, *Metode Penelitian Pendekatan Pendidikan Kuantitatif, Kualitatif dan R&D*, (Bandung: Alfabeta, 2010), p.80

⁶ Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik* (Yogyakarta: Rineka Cipta, 2002), p.127.

the study.⁷ Thus, in this research Chose the English teacher and the students of the eighth grade of SMP Negeri 22 Taman Sari Pesawaran as the participant of this research. The researcher asked the teacher of eight grade who taught English as a sample class. There are two classes consisting of 60 students which are included in the class which is still low in reading scores. The eighth-grade student distribution table is shown below:

Table 3
The Number of Students at the First Semester of the Eighth Grade of SMPN 22 Taman Sari Pesawaran in the academic year of 2019/2020

No	Class	Gender		Total	Average Score
		Male	Female		
1	VIII E	14	15	29	66
2	VIII F	15	16	31	67

From the table, it can be seen that the students at the eighth grade had various score. The class that includes had low score was VIII E and VIII F. however, the researcher chose class VIII E as a sample of this research because class VIII E had the low score. It was possible to found difficulties in mastering reading comprehension. Thus, it appropriates with purposive sampling technique that had been explained.

C. Data Collecting Technique

In this research, there were some steps that applied with intention of gaining the data from beginning until end of teaching learning process. The steps were as follows:

⁷ Marguerite G. Lodico, Dean T. Spaulding, and Katherine H. Voegtler, *Methods in Educational Research: from Theory to Practice* (San Francisco: Jassey-Bass, 2010), p.134

1. Observation

Observation is a way of collecting data in the research which the researcher observes in the field. According to Stake, observation is participant observation where the researcher joins in the activity as a participant, not just to get close to the others but to try to get something of the experience they have down on paper.⁸ It means that observation is proper to be used this research, which relates to the teaching learning process, students' activity, and problem, which may arise. In this research, the researcher is an observer. The researcher is not involved directly in the classroom activity. The researcher makes a note during the teaching-learning process. In this case, the researcher only takes notes, analysis and makes inference about the object under study.

2. Interview

Interview is meeting of two persons to exchange information and idea through question and responses, resulting in communication and joint construction of meaning about a particular topic.⁹ It means that interviewing provides the researcher a mean to gain deeper understanding of how the students interpret a situation or phenomenon that can be gained through observation.

The interview was used in collecting the data from the teacher. The researcher asked the teacher about his opinion of the activity in teaching learning process including problem in teaching reading. The intended of interview is to gain deeper understanding from the teacher of students' problem in reading.

⁸ Robert E. Stake, *Qualitative Research Studying How Things Work* (New York: The Guilford Press, 2010), p.94

⁹*Ibid*, p.231

3. Questionnaire

Questionnaire is a list of questions uses to get data from the source directly through a process of communication or to ask questions. The questionnaire gave to the students in order to know further opinions and to know the aspect that may influent the students learning the process and to confirm the answer given by their teacher. From collecting data through questionnaire, the researcher finds out the students respond toward the teaching and learning process.

The researcher distributes the questionnaire after the process of teaching reading by using PQ4R strategy. The aim is to finds out the problems faces by the students in learning reading comprehension in recount text by using PQ4R strategy.

D. Research Instruments

In this research, the researcher is the key instrument. The instrument in naturalistic inquiry is the human. Thus, the researcher is the key instrument in this research. In this case, the researcher used triangulation of method to collect the data. The aims of triangulation of method is not to determine the truth about some social phenomenon, rather the purpose of triangulation is to increase one's understanding of whatever is being investigated. Then, triangulation of method consist of observation, interview and questionnaire. The description of those instruments was as follows:

1. Observation

Observation is collecting data process which in this research to observes the research situation.¹⁰ Observation is properly used in the research which is related to teaching learning process, student's activity, and problem which may arise.

In this research, the researcher was an observer to get the data, researcher was not involve directly in the classroom activity. The researcher made a note during the teaching learning process in the case, the researcher only took note, analysis, and made inferences about object under study. The researcher used observation manual. Observation manual observed the process of teaching reading by using PQ4R Strategy. The aspects of teaching learning process are describes as follows :

1) **The observation checklist guideline**

Table 4

Observation Guideline

Subjects	Pointer(s)
Pre-activities	<ul style="list-style-type: none"> • The teacher greets.
	<ul style="list-style-type: none"> • The teacher asks students to read prayers.
	<ul style="list-style-type: none"> • The teacher checks student attendance.
	<ul style="list-style-type: none"> • The teacher gives motivation to students.
	<ul style="list-style-type: none"> • The teacher introduces the PQ4R Strategy and explains the use of the strategy.
Whilst-activities	<ul style="list-style-type: none"> • Discuss material about recount text.

¹⁰ Ag. Bambang Setiyadi, *Metode Penelitian Untuk Pengajaran Bahasa Asing*, (Yogyakarta: Graha Ilmu, 2006), p.239

	<ul style="list-style-type: none"> Students make questions using 5W + 1H.
	<ul style="list-style-type: none"> The teacher asks students to read the recount text.
	<ul style="list-style-type: none"> The teacher asks students to remember the vocabulary in the text.
	<ul style="list-style-type: none"> Students convey information to their friends.
	<ul style="list-style-type: none"> The teacher asks students to draw conclusions from the contents of the text.
	<ul style="list-style-type: none"> The teacher asks students to work on questions in the form of recount text.
Post-activities	<ul style="list-style-type: none"> Discuss the results of student listening activities.
	<ul style="list-style-type: none"> Students get feedback from the teacher.
	<ul style="list-style-type: none"> The teacher gives the score and does reflection.
	<ul style="list-style-type: none"> Closing.
Teacher's and Students' Problem	
Teacher's problem in teaching reading comprehension	1. Teacher finds difficulties in teaching reading comprehension by using PQ4R Strategy.
Students' problem in learning reading comprehension	2. Students finds difficulties in tlarning reading comprehension by using PQ4R Strategy.

2. Interview

Interviews are good research techniques when you want to know what people think or feel about something.¹¹ According to Scott and Robin, Interviewing is an essential tool of the researcher in educational inquiry to gain a deeper understanding of how the students interpret a situation or phenomenon that

¹¹Kristin G Esterberg, *Qualitative Methods in Social Research*, (New York: Mc.Graw Hill, 2002), p.37

can be gained through observation.¹² one-of-one the interview is a data collection process in which the researcher asks questions to and records answered from only one participant in the study at a time. A focus group interview is a process of collecting data through interviews with a group of people, typically four to six. The researcher asks a small number of general questions and elicits responses from all individuals in the group.¹³ It means that interview is a conversation between two people where asks by the interviewer to gain deeper understanding through observation.

In this research, the interview was used in collecting data for the teacher. The researcher interview the teacher about his opinion of teaching and learning reading comprehension process included problems that he faced in using PQ4R strategy. Futhermore, this interview is aimed to make sure about the result of the observation and to get more data relating to this research. The topics of interview could be described as follows :

1) The interview specification for the teacher

¹² David Scott and Robin Usher, *Researching Education Data; Methods and Theory in Educational Enquiry (2Ed)*, (New York: Continuum International Publishing Group, 2011), p.115

¹³ John W. Creswell, *Op.Cit.*, p. 218

Table 5
Interview Guideline

Aspect	Indicator(s)	No. Item	Total Item
Teacher's problem	Ask the teacher whether he has difficulties to choose the teaching material.	1,2	2
	Ask the teacher whether he has difficult in design or modify the question and the exercise to students.	3	1
	Ask the teacher whether he has difficulties in providing help and in giving feedback to students in learning reading by using PQ4R strategy.	4	1
	Ask the teacher whether he has difficulties in stimulating an engaging the students in learning reading comprehension.	5	1
	Ask the teacher whether he has difficulties in introducing step of PQ4R strategy in the process in learning reading comprehension.	6	1
	Ask the teacher whether he has difficulties the students: cannot achieve the basic knowledge of the text, slow in reading, and could not identify the main idea, make correct inferences, and understand the accurate implication.	3	1
Students' problem	Ask the teacher what are the problem faced by students in learning reading comprehension by using PQ4R strategy.	7	1

2) Questionnaire

The questionnaire was used supports the data which are gained in the interview to the students. Questionnaire consists of a written list question. The important point here is that each person who answer the particular questionnaire reads an identical set of question, this allows for consistency and precision in terms of the wording of the questions, and makes the processing of the answer easier.¹⁴ It means that questionnaire is the technique to collect the data from the interviewer, consists the list of questions that should be answered by the interviewer. The guideline of the questionnaire which used can be described as follows :

1) The questionnaire guideline for students

Table 6
Questionnaire Guideline

No	Indicator	No. Item	Total Item
1	To know whether PQ4R strategy can help the students in learning reading comprehension	1,2	2
2	To know students' improvement in learning reading comprehension by using PQ4R strategy	3,4	2
3	To know the students' problem in teaching reading comprehension by using PQ4R strategy	5,6,7,8,9	5

¹⁴Martyn Denscombe, *Good Research Guide*, (3rd Ed), (Sidney: EBSCO Publishing, 2007), p.153

E. Research Procedure

To obtain the accurate data, the researcher followed the procedures of research in the following steps, they were :

1. Identifying a research problems.
2. Reviewing the literature.
3. Specifying a purpose for research.
4. Collecting the data.
5. Analysis and interpreting the data.
6. Reporting and evaluating research.

Those steps are the procedures of this research. Firstly, identified the research problems. Here, the researcher observed the process of teaching reading comprehension by using PQ4R strategy, recognized the teacher's problem in teaching reading comprehension in recount text by using PQ4R strategy and the student's problem in learning reading comprehension in recount text by using PQ4R strategy. Secondly, the researcher reviewed the literature. It means that the researcher has some basic theories that relates to the research. The grand theories that the researcher was used in this research are theory of reading comprehension in recount text and PQ4R strategy.

The third procedure of this research is specifying a purpose for this research. The purposes of this research are the answer of research problem that the researcher made. Next procedure is collecting the data. The researcher collected the data by observing, interviewing, and giving questionnaire. Analyzing and interpreting the data are the fifth procedure of this research. The last procedure is

reporting and evaluating research. After conducting the research, the researcher developed a written report.

F. Trustworthiness of the Data

In the qualitative research, the researcher has to reveal the data as the real life of the subject. This qualitative research used some methodologies to keep the validity of the data in order to have more accurate conclusion. To make the data valid, triangulation was employed.

According to Setiyadi, triangulation is the combination of two methods or more in collecting the data about the attitude of the subject of the research. Because the attitude of human being is quite complex, the use of single method in collecting the qualitative data is often considered not enough.¹⁵ Validity is the degree of accuracy of the data happens to the object of research with the power that can be reported by investigation. There are six kinds of triangulation :

- a. Triangulation of time, triangulation of time has two form, there are cross-sectional and longitudinal. In cross-sectional carried out in the same time with the different group but in the longitudinal, data collecting carried out from the same group different time.
- b. Triangulation of place. In triangulation of place to make the data collection more accurate, it can be done using different place for similar data.

¹⁵ Ag Bambang Setiyadi, *Op.Cit*, p.246.

- c. Triangulation of theory. In triangulation of theory, data collection is collected based on different theory or by analyzing the same data with the different theory.
- d. Triangulation of method. In triangulation of method the researcher use different method for collecting similiar data.
- e. Researcher triangulation. In researcher triangulation, for collecting the same data, it done by some people.
- f. Triangulation of methodology. In triangulation methodology, the data collected from the same learning process with different approach, namely quantitative and qualitative so the researcher collect the both of data from those approach.¹⁶

In this research, the researcher used triangulation of method. In triangulation of method, the researcher used three data collecting techniques; they were observation, interview, and questionnaire. The observation focused on the process of teaching reading comprehension in recount text by using PQ4R strategy and problem faced both teacher and students. Interview and questionnaire conducted to get the data which can be used to make sure about the result of observation.

G. Data Analysis

¹⁶ Anthony D. Feig and Alison Stokes, *Qualitative Inquiry in Geoscience Education Research*, (USA: The Geological Society of America (GSA), 2011), p. 67-68

Data analysis is the process of organizing the data in order to obtain regularity of pattern of form of the research. According to Flick there are three current flows of activity : data reduction, data display, and conclusion drawing or verification.¹⁷ These are clear explanation about data analysis process of this research:

1. Data Reduction

Data reduction refers to the process of selecting, focusing, simplifying, abstracting and transforming the data that appear in written up field notes or transcriptions. In data reduction the mass of data has to be organized and meaningfully reduced or reconfigured.¹⁸ In this case, the researcher selected the data derived from observation on teaching and learning process, interview to the teacher and questionnaire to the students.

2. Data Display

Data display is second component or level in Miles and Huberman model of qualitative data analysis.¹⁹ A display can be an extended piece of text or a diagram, graph, chart, table or matrix that provides a new way of arranging thinking about the more textually embedded data. At the display stage, additional, higher order categories or themes may emerge from the data that go beyond those first discovered during the initial process of data reduction. Some activities in analyzing the data that is done by the researcher in data display are:

¹⁷ Uwe Flick, *The SAGE Handbook of Qualitative Data Analysis*, (London: Sage Publications, 2013), p.301

¹⁸ Matthew B. Miles and A. Michael Huberman, *Qualitative Data Analysis*, (Thousand Oaks : Sage Publications, 2014), p.10

¹⁹ *Ibid*, p.11

a. Observing the teaching and learning process

In this step the researcher observed the teaching and learning process by the observation sheet to know how is the process of teaching teaching reading comprehension in recount text by using PQ4R strategy. By observing the class the researcher knew how is the process of teaching reading comprehension in recount text by using PQ4R Strategy.

b. Interviewing the teacher

In this step, the researcher interviews the teacher and students to get information about what are the teacher's problems and students' problem in teaching and learning reading comprehension in recount text by using the PQ4R strategy. By interviewing the teacher and students the researcher knew what are the teacher's problems and students' problem in teaching and learning reading comprehension in recount text by using PQ4R Strategy.

c. Giving questionnaire

In this step, the researcher gives the questionnaire to students. This step conducted to know what students' problems in learning reading comprehension in recount text by using PQ4R Strategy. From display the data, the researcher got the conclusion in order to answer all about the research questions in this research.

3. Conclusion Drawing/Verification

The last step of analyzing the data is conclusion drawing/verification. Conclusion drawing involves stepping back to consider what the analyzed data mean and to assess their implication for the questions at hand. Verification is linked to conclusion drawing, entails revising the data as many times as necessary to cross-check or verifies these emergent conclusions. Verification refers to the process which is able to explain the answer of research questions and research objectives.²⁰ In this step, the researcher drew the conclusion and verify the answer of research question that is done in displaying the data by comparing the observation data, interview data, questionnaire data and documentation data. Thus, the researcher got the conclusion about teaching and learning reading comprehension in recount text by using PQ4R Strategy at the first semester at the eight grade of SMP Negeri 22 Taman Sari Pesawaran in the academic year of 2019/2020.

²⁰*Ibid*, p.11

CHAPTER IV

RESEARCH AND DISCUSSION

A. Research Procedure

The research was conducted to know the process of using the PQ4R strategy in teaching and learning reading comprehension and problem faced by the teacher and the students at SMPN 22 Taman Sari Pesawaran.

In conducting this research by using observation, interview and questionnaire as research instruments. Observation was used to know the process of teaching and learning reading by using PQ4R strategy and the problems faced by teacher and students and interview were used to know the problems faced by the teacher and students in teaching-learning reading comprehension by using PQ4R strategy, and the questionnaire was used to know the problems faced by the students in learning reading comprehension by using PQ4R Strategy.

In observation, the teacher and the students were observed in the process of teaching and learning reading comprehension and also condition or the class's atmosphere during teaching and learning process. Then, by interviewing the teacher to find out her responses, problems, and causes of problems faced by the teacher in teaching reading by using the PQ4R Strategy. After that, the next instrument was a questionnaire. The students were given questionnaire after teaching and learning, the questionnaire was aimed to find out the students' problems in learning reading comprehension through PQ4R Strategy.

The research was conducted to the eighth-grade students in the first semester of SMPN 22 Taman Sari Pesawaran in the academic year of 2019/2020. The researcher conducted the preliminary research was conducted on February 28th, 2019 and research from September 2nd to September 11th, 2019. In this research, it was included the date or planned schedules of work as follows:

1. On February 28th, the preliminary research was conducted in SMPN 22 Taman Sari Pesawaran.
2. On September 2nd, met the headmaster and got permission to do research at SMPN 22 Taman Sari Pesawaran.
3. On September 3rd, met the English teacher to discuss the lesson plan and also asked about time schedule of English class.
4. On September 4th, the observation was conducted in the class.
5. On September 5th, the researcher interviewed the teacher.
6. On September 11th, conducted the second observation, interviewed the students and gave the questionnaire to the students.

B. Data Analysis

Data analysis is the process of organizing the data in order to obtain regularity of pattern of form of the research. According to Flick there are three current flows of activity : data reduction, data display, and conclusion drawing or verification.¹ These are clear explanation about data analysis process of this research:

¹ Uwe Flick, *The SAGE Handbook of Qualitative Data Analysis*, (London: Sage Publications, 2013), p.301

1. Data Reduction

Data reduction refers to the process of selecting, focusing, simplifying, abstracting and transforming the data that appear in written up field notes or transcriptions. In data reduction the mass of data has to be organized and meaningfully reduced or reconfigured.² In this case, the researcher selected the data derived from observation on teaching and learning process, interview to the teacher and questionnaire to the students.

a. Observation Data

This research employed an observation. The observation was conducted to know the process of teaching and learning reading comprehension in recount text through PQ4R Strategy conducted in two meetings. Every meeting had the same activities but the title of materials was different. In the first meeting, the teacher conducted pre-activity, whilst-activity, and post-activity. For the second meeting was the continuation from the first meeting.

This research observed the process of teaching and learning reading comprehension in recount text through PQ4R Strategy, the students' and teacher's problems during teaching and learning reading comprehension in recount text through PQ4R Strategy. In the observation process, the researcher prepared the observation checklist. The data of observation had been identified as described in the following discussion

² Matthew B. Miles and A. Michael Huberman, *Qualitative Data Analysis*, (Thousand Oaks : Sage Publications, 2014), p.10

1) First Meeting

In the first meeting, the research was conducted on Wednesday, September 3rd, 2019, in the afternoon. Before teaching and learning were begun, the teacher prepared the material in advanced. The process of teaching-learning by using PQ4R Strategy in the first meeting was as follows:

a. Pre-activity

In pre-activity, the class was opened by greeting that was responded by all students. Many of them responded loudly with enthusiasm, but some of the less responded. After that, the teacher checked the students' attendance. The teacher related it to the topic of recount text. Before teaching, the teacher had prepared the teaching materials, including the materials about a recount text.

b. Whilst Activity

Firstly, the teacher explained about recount text and generic structure in recount text. Then, the teacher gave a text example of **“My Vacation in Lembah Hijau”**. After that, before the students read the text, the teacher explained the text that will be discussed. Then, the teacher gave information to students on how to find the main ideas or learning objectives to be achieved. In giving a recount text, the students got some new vocabulary. Besides, the students also learned about playing ideas. The teacher asked the students to find the main ideas in the recount text.

And then, the teacher stimulated the materials on reading materials. In addition, the teacher asked students to make the essence of the whole discussion of the lessons learned today. The teacher and students discuss the topic. It was

related to reading the recount text. After that, the teacher asked the students to read the essence that was made from the details of the main idea in their mind. Finally, the teacher asked students to read back the reading material, if still not sure with their answer.

c. Post activity

In the post activity , the teacher concluded the material. Then he closed the meeting.

2) Second Meeting

In the second meeting, the process of teaching learning by using PQ4R Strategy as follows:

a. Pre-activity

In the second meeting, Before teaching, the teacher had prepared teaching materials, including material about recount texts. In starting the class, first, the teacher opens the class by greeting all students responded to, checking student attendance and building good relationships or speaking lightly with students. after that, he asked students about the text that had been discussed in the last meeting. Then the teacher reviews the last lesson about recount text and reminds students about recount text. In the second meeting, the teacher only explained again about the recount text and gave a question for taking the value of the recount text.

b. Whilst-Activity

In the Whilst-Activity, the teacher provided information to students about how to find the main ideas or learning objectives to be achieved. The teacher gives examples of how to find the main ideas or learning goals to be achieved. In

giving recount texts, students get some new vocabulary. In addition, students also learn about the main ideas. The teacher asks students to find the main ideas in the recount text.

Then, the teacher tells students to pay attention to the meaning of the reading. The teacher asks students to find difficult vocabulary in the recount text. Students must pay attention to the meaning of the passage. After that, the teacher gives questions to students about "Vacation to Surabaya. And then, students work on the questions that have been given for taking scores.

c. Post activity

In the post activity, the teacher concluded the material and also gave assignment. Then he closed the meeting.

b. Interview Data

This research employed an interview to support the data of the observation. The interview was composed based on the stages of teaching reading, teacher's problems in teaching reading comprehension. The interview was intended to find out the teacher's opinion about the activity in teaching and learning the reading process and the problems in teaching reading comprehension in a recount text by using PQ4R Strategy. There were eight questions that the researcher asked to the English teacher (see Appendix 6) and ten question were asked to the students (see Appendix 7).

c. Questionnaire Data

The research employed a questionnaire to support observation and interview data. The questionnaire consisted of ten questions. Based on the questionnaire filled by the students, the researcher could describe that the students' responses were varied. The questionnaire was composed based on the students' problems in learning reading comprehension and also the students' practice in learning reading comprehension in a recount text by using PQ4R Strategy. it was intended to find out the problems faced by the students in learning reading comprehension in a recount text by using PQ4R Strategy.

2. Data Display

Data display is second component or level in Miles and Huberman model of qualitative data analysis.³ A display can be an extended piece of text or a diagram, graph, chart, table or matrix that provides a new way of arranging thinking about the more textually embedded data. At the display stage, additional, higher order categories or themes may emerge from the data that go beyond those first discovered during the initial process of data reduction. Some activities in analyzing the data that is done by the researcher in data display are:

- a) Observing the teaching and learning process

In this step the researcher will be observes the teaching and learning process by the observation sheet to know how is the process of teaching teaching reading comprehension in recount text by using PQ4R strategy. By observing the class the

³ *Ibid*, p.11

researcher knew how is the process of teaching reading comprehension in recount text by using PQ4R Strategy.

b) Interviewing the teacher

In this step, the researcher interviews the teacher and students to get information about what are the teacher's problems and students' problem in teaching and learning reading comprehension in recount text by using the PQ4R strategy. By interviewing the teacher and students the researcher knew what are the teacher's problems and students' problem in teaching and learning reading comprehension in recount text by using PQ4R Strategy.

c) Giving questionnaire

In this step, the questionnaire was given to students. This step conducted to know what students' problems in learning reading comprehension in recount text by using PQ4R Strategy. From display the data, the researcher got the conclusion in order to answer all about the research questions in this research.

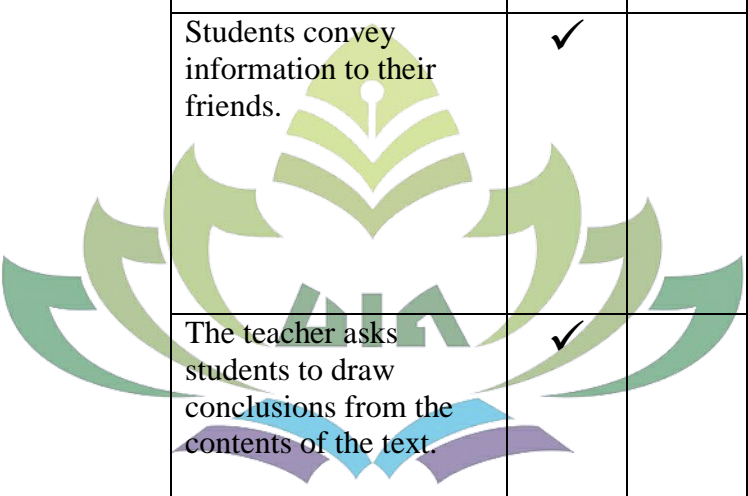
a. Observation Report

The data collecting the observation guideline and material was used observation sheet. Here it was displayed the result of observation sheet based on the data showing in the data reduction, in this part the data were going to be identified and displayed for the two meetings that can be as follows:

Table 7
Observation Sheet

subjects	Pointer(s)	Yes	No	Note
Pre-activities	The teacher greets.	✓		The teacher entered the class, greeted the students, and also asked about their life, and students responded to what the teacher said.
	The teacher asks students to prayers		✓	The teacher did not guide or direct the students to pray, because the class is conducted at noon precisely at 1 p.m in the afternoon.
	The teacher checks the student's attendance.	✓		The teacher asked how many students were absent from students who enter.
	The teacher gives motivation to students.		✓	The teacher did not provide motivation for students.
	The teacher introduces the PQ4R Strategy and explains the use of the strategy.		✓	The teacher did not explain the used of the PQ4R strategy to students because this is something that is not too important for

				students to know the learning strategies used during the teaching and learning process.
Whilst-activities	Discuss material about recount text.	✓		The teacher explained the material about the recount text to students. Meanwhile, students pay attention to the teacher while explaining the material. However, there were some students who did not pay attention during the learning process. like, chatting and sleeping in class.
	Students make questions using 5W + 1H.		✓	The teacher did not instruct students to made a question related to 5W + 1H, because the teacher was given exercise in the paper.
	The teacher asks students to read the recount text.	✓		After the teacher explained the material about recount text the teacher asked students to read the recount text



				that had been provided by the teacher.
	The teacher asks students to remember the vocabulary in the text.	✓		After students read the text about the recount text. Then, the teacher asked the students to memorize the vocabulary contained in the text.
	Students convey information to their friends.	✓		The teacher asked the students to convey what they got after reading the text to their friends.
	The teacher asks students to draw conclusions from the contents of the text.	✓		After students are asked to convey the subject matter of the text they read, the teacher asked students to draw conclusions that describe the text they read.
	The teacher asks students to work on questions in the form of recount text.	✓		The teacher asked the students to answer questions that had been provided by the teacher based on the text they read.
Post-activities	Discuss the results of student listening	✓		After students completed their

	activities.			assignments to answered some of the questions that have been given, the teacher and students together discussed the results of their work.
	Students get feedback from the teacher.	✓		The teacher explained about the questions they had been working on.
	The teacher gives the score and does reflection.		✓	The teacher did not give score on students work because students work had been discussed together.
	Closing.	✓		The teacher closed the class by pray and say see you next time.

Based on the notes taken by researchers, the problems faced by teachers in teaching reading comprehension in recount text by using the PQ4R Strategy are as follows:

1. The teacher had almost done the procedure of teaching reading comprehension using the PQ4R strategy. Although, there were several steps that were passed in teaching procedures in the classroom using this strategy.

2. The teacher had difficulty in managing time and class because students were not focused and sleepy to follow the directions. And the teacher had to control students one by one to explain the text.
3. The teacher seemed to rush to discuss the material because time is almost over.
4. The teacher did not have time to provide feedback about the material to students.
5. The teacher gave exercise to students about recount text, but most students found it difficult to answered.
6. The teacher gave instructions in a high and loud voice when teaching reading using the PQ4R strategy.

The problems faced by students in learning reading comprehension using the PQ4R strategy are as follows:

1. Students read very slowly, they did not know about the essence of the text and the meaning of the text.
2. Most students had difficulty understanding the meaning of words. The students did not see the dictionary to found out the meaning of words because, they did not carry a dictionary when learning English. Therefore, students cannot comprehend the texts.
3. Students had problems in remembering texts, they forgot the texts that they had discussed and read before, or even to remember new words that they had just translated. It can be seen by many students asking the meaning of words to the teacher more than once.

4. Some students were passive, they seem to be not interested in the teaching-learning process. And also, there were some of them who sleep in the classroom while the teaching and learning process takes place.

b. Interview Report

The researcher also employed interview to support the data of the observation. The interview was composed based on the stages of teaching reading, teacher's problems in teaching reading comprehension. The interview was intended to find out the teacher's opinion about the activity in teaching and learning reading process and the problems in teaching reading comprehension by using PQ4R Strategy.

There were eight questions that the researcher asked to the teacher about the problems and her opinions in teaching reading comprehension by using PQ4R Strategy. It can be seen in the dialogue below:⁴

1) The result of the interview for the teacher

There were eight questions that the researcher asked the teacher about the problems and his opinions on teaching reading comprehension in recount text by using the PQ4R Strategy. It can be seen in the dialogue below:

1. **Question** : How do you establish the reading material ?

Answer : I establish the reading material based on the syllabus. To teach in class I used the book "when English ring a bell" especially for eighth grade. But, in the book is not very complete because in the book students are required to be more active and too much conversation. So,

⁴ Interview to the teacher, Mr. Novi Nurmansyah, S.Pd, on September, 5th 2019, at SMPN 22 Taman Sari Pesawaran.

to learn such as narrative, recount, descriptive text, I used handbooks and from other sources, such as the internet.

2. **Question** : What are the obstacles that you find in determining the reading material ?

Answer : I had difficulty determining reading material according to students' level of understanding because their mastery of vocabulary is still lacking. And also, almost all of them when learning English did not carry a dictionary. Therefore, I must choose text that is easy to make them able to understand the text. If I use difficult text, students will get bored and do not want to read the text and there are some students who sleep in class when reading difficult text. So, I must choose text that is easy. And the problem in the "When English Ring a Bell" book did not provide reading text because there were too many conversations. So, sometimes I used text from other sources, like from the internet.

3. **Question** : How you establish exercise or question to students ? How do you modify the question or exercise to attract students' interest in learning reading comprehension?

Answer : I used questions or exercises, especially in the recount text from the handbook and from other sources such as the internet in the teaching and learning process because in the textbook "when English ring a bell" is not very complete. I accustomed to designed new questions or modifying questions to attracted students' reading interest. However, students were not motivated when I gave exercises because

almost all students were sleepy in class when learning English because English lessons were done during the day so students were lazy to learn especially in reading. So, to handle it by giving them bonus scores or occasionally, I gave them prizes if they can answer the questions correctly so enthusiastic students to answer questions and read more actively even though there were still some students who slept in class.

4. **Question** : What are the obstacles that you find in giving feedback to students in the process of teaching reading comprehension by using PQ4R ?

Answer : Sometimes I did not have time to give students feedback about what was discussed. Often when I will give feedback learning time is up. That's because students read texts and understand texts very slowly.

5. **Question** : What are the obstacles that you find stimulating and engaging the students in reading the text ?

Answer : I found a lot of obstacles in the classroom. Sometimes I had no idea to make them more active in learning English, especially in reading comprehension. They made a fuss and chatted with other friends and many of them looked shy and insecure. Moreover, this is the afternoon schedule, the students seem sleepy and did not have the enthusiasm to read the text. So, the teaching and learning process becomes ineffective.

6. **Question** : What are the problems that you find in introducing steps of PQ4R in the process of teaching and learning reading comprehension?

Answer : The Students found it difficulties to understood the PQ4R steps. For them, it is confused and they needed many times to understand it. And also, they did not understand what the strategy is, all they know is to pay attention to the teacher teaching. So, I had to explore the steps repeatedly. This process took a lot of time. Honestly, sometimes I did not use the PQ4R strategy in class, I just explained the material, gave assignments, and they worked the assignments that I had given.

7. **Question** : What are the obstacles that you find if students cannot achieve the basic knowledge if the students are slow in reading and the students could not identify the main ideas, make correct inferences, and understand accurate implications?

Answer : The obstacle that I found was when teaching I spent a lot of time. Because, the students, especially in class 8e were very slow readers. When they read the text, they often did not know the meaning of words and sentences. They had also been asked to bring a dictionary but not carry a dictionary. Sometimes some of them ask me the meaning of words or sentences in the text. At the time of learning that should deliver material about text recount only two meetings, this could be three meetings. It made me tired and also in the learning process the next

material is not conducive. Therefore, I had difficulties managed my time well because of those problems.

8. **Question** : Based on your opinion, what are the problems faced by students in learning reading comprehension by using PQ4R?

Answer : In learning by using the PQ4R strategy students were required to focus on reading the text and students needed high concentration for the best results in using this strategy. However, most of them cannot be focused because they were chatting and made a fuss when they were supposed to follow the PQ4R strategy sequence. In addition, students were slow in reading and some students were not confident to asked and made questions. They also did not have good vocabulary mastery, difficulty in decoding words and sentences, difficulty in making inference sentences correctly and students were difficulties to memorize and understand the texts or words they had discussed in previous meetings. That was the problem faced by students in learning reading comprehension by using the PQ4R strategy.

From the result of the interview to the teacher, the researcher concluded that the teacher applied PQ4R Strategy in teaching reading comprehension was running good enough although there were some weaknesses in many sides. And the teacher had difficulties in applying the steps of teaching reading comprehension by using PQ4R Strategy. Many of the problems faced by the teacher and the students. It can be explained as follows:

Table 8
Teacher's Interview Result

No	Problems
1.	The teacher had problems in determine reading material or text selection. Because, in the textbook "when English ring a bell" that was taught many conversations and not too complete. So, teachers difficult to found reading material or selection of texts, especially in the recount text.
2.	The teacher had problems in stimulating and involving students to read the text, whether they read the text or not.
3.	The teacher had problems in designing or modifying questions and exercises to involve students' interest in learning reading comprehension.
4.	The teacher had problems give feedback to students in the process of teaching reading comprehension.
6.	In teaching reading comprehension by using the PQ4R strategy, teachers had problem to manage the time, because this strategy required a lot of time in implementation and also the teacher felt difficulty in applied the PQ4R strategy due to the lack of response from students in learning English, especially in reading comprehension.
7.	In learning reading comprehension by using the PQ4R strategy, the students had problems to follow the teacher's direction, they read the text slowly, and also they did not know the meaning of the text they were reading. It made they could not make inference correctly.

c. Questionnaire Report

The researcher also employed questionnaire to the students for supporting the result of the observation and interview. it was aimed to get a deeper understanding of students' problems and their opinions in learning reading comprehension in recount text by using PQ4R Strategy and as the proponent proof of the resulting interview the students. The questionnaire was given to the whole students in class VIII E which consist of 25 students.

1) Questionnaire Result

Based on the questionnaire filled by students, the researcher could describe that students' response was various and could be seen in table below :

No	Question	Answer	Number of Students	Percentage
1	Are you having trouble learning to read?	Yes	6	24%
		No	4	16%
		Just Ordinary	15	60%
Total				100%

Based on the data above, it can be drawn that 24% of students did not have any difficulties to comprehend the meaning of the words. Besides, 16% of students had difficulties to understand the meaning of the words that contain in the text. The last, students who had difficulties but still understand the meaning of the words according to the interview above the researcher got 60%.

No	Question	Answer	Number of Students	Percentage
2	Does using the PQ4R strategy increase your understanding in text recounts?	Yes	19	76%
		No	2	8%
		Just Ordinary	4	16%
Total				100%

The second question of the questionnaire was used to know whether the PQ4R strategy increases the reading comprehension of recount text for students. The question is “Does using the PQ4R strategy increase your understanding in text recounts?” based on the answer of the question, it was found that there were 19 students (76%) answered yes and there were 2 students (8%) answered no and there were 4 students (16%) answered just ordinary. It can be concluded that the PQ4R Strategy could improve the students in reading the text.

No	Question	Answer	Number of Students	Percentage
3	Does using the PQ4R strategy improve the value of your English?	Yes	20	80%
		No	1	4%
		Just Ordinary	4	16%
Total				100%

The third question of the questionnaire was used to know whether the PQ4R strategy improves the value of the students English. The question is “Does using the PQ4R strategy improve the value of your English?” based on the answer of the question, it was found that there were 20 students (80%) answered yes and there were 1 student (4%) answered no and there were 4 students (16%) answered just

ordinary. It can be concluded that the PQ4R Strategy could improve the value of the students English in reading the text.

No	Question	Answer	Number of Students	Percentage
4	Do you find it easier to determine the main ideas in the text by using the PQ4R strategy?	Yes	7	28%
		No	2	8%
		Just Ordinary	16	64%
Total				100%

The fourth question of the questionnaire was used to know whether using the PQ4R strategy can it easier to determine the main ideas in the text. The question is “Do you find it easier to determine the main ideas in the text by using the PQ4R strategy?” based on the answer of the question, it was found that there were 7 students (28%) answered yes and there were 2 students (8%) answered no and there were 16 students (64%) answered just ordinary. It can be concluded that by using the PQ4R Strategy the students just ordinary to determine the main ideas in the text.

No	Question	Answer	Number of Students	Percentage
5	Do you find it easier to determine the references in the text by using the PQ4R strategy?	Yes	9	36%
		No	12	48%
		Just Ordinary	4	16%
Total				100%

The fifth question of the questionnaire was used to know whether the students find it easier to determine reference by using the PQ4R Strategy. The question is “Do you find it easier to determine the references (reference of words) in the text by using the PQ4R strategy?” based on the answer of the question, it was found that there were 9 students (36%) answered yes and there were 12 students (48%) answered no and there were 4 students (16%) answered just ordinary. It can be concluded that some of the students, not easier to determine reference by using the PQ4R Strategy.

No	Question	Answer	Number of Students	Percentage
6	Whether Is determining the main idea in the recount text very difficult for you?	Yes	19	76%
		No	3	12%
		Just Ordinary	3	12%
Total				100%

The sixth question of the questionnaire was used to know whether the students faced difficulty on determining the main idea. The question is “whether Is determining the main idea in the recount text very difficult for you?” based on the answer of the question, it was found that there were 19 students (76%) answered yes and there were 3 students (12%) answered no and there were 3 students (12%) answered just ordinary. It can be concluded that some students' difficulty in determining the main idea in the recount text.

No	Question	Answer	Number of Students	Percentage
7	Whether Is determining refers to the words in the recount text very difficult for you?	Yes	13	52%
		No	4	16%
		Just Ordinary	8	32%
Total				100%

The seventh question of the questionnaire was used to know whether the students faced difficulty on determining refers to in the recount text. The question is “Whether Is determining refers to the words in the recount text very difficult for you?” based on the answer of the question, it was found that there were 13 students (52%) answered yes and there were 4 students (16%) answered no and there were 8 students (32%) answered just ordinary. It can be concluded that some students' still difficulty in determining refers to in the recount text.

No	Question	Answer	Number of Students	Percentage
8	Whether Is determining a prediction or estimate (making inference) in the recount text very difficult for you?	Yes	5	20%
		No	6	24%
		Just Ordinary	14	56%
Total				100%

The eighth question of the questionnaire was used to know the students have difficulty in making an inference. The question is “Whether Is determining a prediction or estimate (making inference) in the recount text very difficult for

you?” based on the answer of the question, it was found that there were 5 students (20%) answered yes and there were 6 students (24%) answered no and there were 14 students (56%) answered just ordinary. It can be concluded that some of the students faced difficulty in making an inference.

No	Question	Answer	Number of Students	Percentage
9	Whether Is determining a vocabulary in the recount text very difficult for you?	Yes	17	68%
		No	3	12%
		Just Ordinary	5	20%
Total				100%

The ninth question of the questionnaire was used to know whether the students faced difficulty to mastery the vocabularies. The question is “Whether Is determining a vocabulary in the recount text very difficult for you?” based on the answer of the question, it was found that there were 17 students (68%) answered yes and there were 3 students (12%) answered no and there were 5 students (20%) answered just ordinary. It can be concluded that some of the students faced difficulty to mastery the vocabularies in the reading recount text.

No	Question	Answer	Number of Students	Percentage
10	Whether Is determining and finding the conclusion of the story (finding supporting detail) in the recount text very difficult for you?	Yes	7	28%
		No	8	32%
		Just Ordinary	10	40%
Total				100%

The last question of the questionnaire was used to know whether the students faced difficulty in finding the supporting idea. The question is “Whether Is determining and finding the conclusion of the story (finding supporting detail) in the recount text very difficult for you?” based on the answer of the question, it was found that there were 7 students (28%) answered yes and there were 8 students (32%) answered no and there were 10 students (40%) answered just ordinary. It can be concluded that some of the students faced difficulty in finding a supporting idea.

It could be seen from the result of the questionnaire that the students had difficulties in learning reading comprehension in a recount text by using PQ4R Strategy at SMPN 22 Taman Sari Pesawaran they were as follows :

- a. Some of the students had difficulty to get the meaning of the words and sentences when read a text. They had to open a dictionary to know the meaning of the word accurately and get more time to get the meaning of the text. it showed that students did not know the meaning of the words

and the sentences. Therefore, they felt difficult to understand the text. It wasted any time to know the meaning of text accurately.

- b. Some of the students had difficulty comprehending the text because they had a limited vocabulary. Moreover, they did not read text quickly to understand the meaning and to understand the gist of the text.
- c. From the essay especially in recount text, the students felt difficult in vocabulary mastery, understand the meaning of words, sentences, paragraph, and also some students had difficulty in determining the main idea, make an inference, and finding supporting detail. Especially, in learning reading comprehension by using PQ4R Strategy the students said they had a problem to follow the teacher's direction.

C. Discussion of Finding

In this part, the researcher would like to discuss the finding of the process of teaching and learning reading comprehension in recount text by using PQ4R Strategy as the first formulation of the problem this research. Besides the process of teaching and learning, the researcher discussed the teacher's and the students' problems in teaching and learning reading comprehension by using PQ4R Strategy as the second and the third formulation of the problem. This research was produced by the participants of the research, they were the English teacher and the students of eighth grade in E class of SMPN 22 Taman Sari Pesawaran in the first semester in the academic year of 2019 / 2020.

a. Process of Teaching and Learning Reading Comprehension in recount text by using PQ4R Strategy

Teaching reading comprehension by using PQ4R Strategy was assumed could help the students in learning reading comprehension. But, in this research, the teaching-learning process by using the PQ4R Strategy was still less effective and not maximal. It happened because there were many problems faced by the teacher and the students during the process of teaching and learning. The problems appeared from the teacher and the students that influence each other, so the process of teaching and learning became less effective and not maximal. In addition, in this research the researcher expected to see the teaching and learning process and the problems in teaching-learning reading comprehension in recount text by using PQ4R Strategy.

The researcher observed of teaching-learning process that was done by the teacher in two meetings. The classroom atmosphere in teaching-learning reading comprehension in a recount text by using PQ4R Strategy was the students looked active and enthusiasm to follow each step, but some of them looked less responsive, bored, did not focus or even made noisy and chatting each other. Some students also looked difficult to follow the teacher's direction. This research was conducted three times including observing the teaching and learning process by using PQ4R Strategy, interviewing the teacher and students, and giving the questionnaire to the students.

From the data obtained through observation, researchers assume that the reading comprehension of teaching and learning using Image Sensors is still less

effective and maximal. There were many problems that cannot be managed properly by the teacher even though the teacher had followed the procedure well based on Trianto, there were still many weaknesses on several sides. The problem is; The teacher does not manage time well. Some steps in the PQ4R Strategy sequence are carried out in a hurry by the teacher. Then, the teacher sometimes does not have time to give feedback or reflection to students. He only discussed the material without discussing the difficulties of students in learning reading comprehension using the PQ4R Strategy.

There were several steps that are passed in the teaching and learning process, while the teacher's activities in teaching using the PQ4R strategy do not go well because the time is almost over and also the teacher does not motivate students in teaching reading comprehension in the recount text. In addition, students look bored and sleepy in the teaching and learning process. It shows that students do not have an interest in learning reading comprehension using the PQ4R strategy. For this reason, teachers must be able to attract students' interest in learning reading comprehension using the PQ4R strategy.

Based on the explanation above, the learning process of reading comprehension with the PQ4R Strategy is quite good. Can be seen, from the teaching procedures that are in accordance with the procedures and also the guidelines. Although there were several steps that are passed by the teacher. And also there were many obstacles faced by the teacher and students, one of them is the lack of facilities at the school which makes the teaching and learning process

using the PQ4R strategy not optimal. But, it does not give a big influence on the teaching and learning process, the process can be done properly and quite well.

2) **Problems Faced by Teacher in Teaching Reading Comprehension by using PQ4R Strategy**

Besides, the problems of teaching reading comprehension in recount text are:

1. The teacher had a problem to choose reading material.
2. The teacher had a problem to modify the exercise to engage students' interest.
3. The teacher had a problem in stimulating and engaging the students to read the text.
4. The teacher did not give meaningful feedback to the students.
5. The teacher did not give an assessment with the proper standard.

Having conducted the research, the researcher found the problems during the applying of PQ4R Strategy in teaching reading comprehension in recount text at eighth-grade of the first semester of SMPN 22 Taman Sari Pesawaran. They are as follows:

- a. The teacher had a problem to choose the teaching material in teaching reading comprehension.
- b. The teacher did not motivate the students when process teaching-learning reading comprehension in recount text in the class.

- c. The teacher had difficulties if the students cannot achieve mastery of the basics, the students read very slowly, and the students cannot figure out inferences, implications and main idea.
- d. The teacher had a problem to design or modify the question and the exercise to engage students' interest in teaching reading comprehension.
- e. The teacher had problems in supporting, stimulating and engaging the students to listen to the presentation from the teacher, read the text and discuss the text.
- f. The teacher had a problem to give meaningful feedback for the students in the process of teaching reading comprehension in recount text by using PQ4R Strategy.
- g. The teacher had a problem to manage the times in the process teaching and learning reading comprehension in recount text.

Based on the result of problems above, it can be inferred that the problems explained in the theory were happened to the teacher, even though there were a problem that did not happen in teaching reading comprehension in recount text by using PQ4R Strategy. In addition, there were more problem that happen in teaching reading comprehension in a recount text by using the PQ4R Strategy.

3) **Problem Faced by Students in learning Reading Comprehension by using PQ4R Strategy**

Besides, the problems of learning reading comprehension are:

1. The students have not good vocabulary mastery.
2. The students have difficulties to decode the text and sentence.

3. The students had a habit of slow reading.
4. The students had problems to get the main idea of the text and to figure out the inference of the text.
5. The students had problems in working memory to remember the text.
6. Students have lack prior knowledge of the text.

Having conducted the research, the researcher found the problems during the applying of Strategy PQ4R in learning reading comprehension at eighth grade of the first semester of SMPN 22 Taman Sari Pesawaran. They are as follows:

1. The students had no good vocabulary mastery.
2. The students had problem to decode words and sentences.
3. Student had habit of slow reading.
4. Students had problem to get main idea of the text and to figure out the inference of the text.
5. Students had problem in working memory to remember the text.
6. Students had problem to follow teacher's direction.

Based on the results of the problems above, it can be concluded that the problems described in the theory occur in students, there were even more problems that occur in learning reading comprehension using the PQ4R strategy. The researcher concludes that the English teacher can perform the PQ4R Strategy steps in teaching and learning reading comprehension well, although there were some weaknesses on several sides and there were many obstacles faced by teachers and students.

After the researchers analyze and find the research findings, hopefully, researchers contribute to research in a better way. Understanding of learning to read must be supported by an attractive teaching style by the teacher. Moreover, the teaching and learning process carried out during the day the teacher must be more innovative and creative in teaching, so students were interested in reading and discussing texts. In addition, the teacher must motivate students to be better in learning reading comprehension, especially in recount text.



CHAPTER V

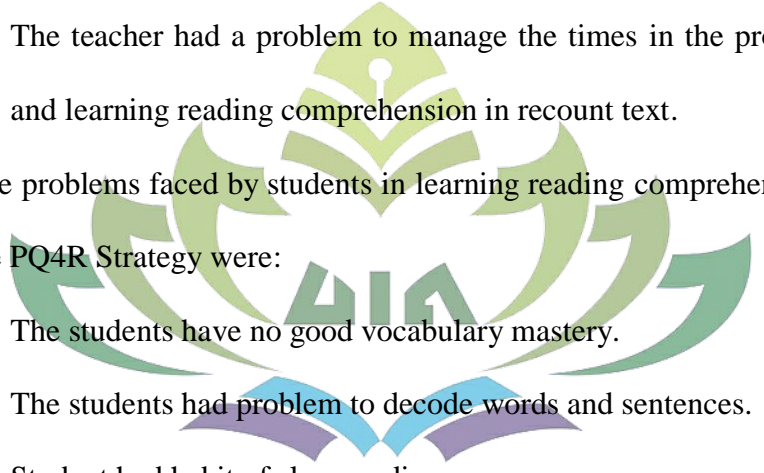
CONCLUSION AND SUGGESTIONS

After collecting the data and analyzing the result of the research, the researcher drew some conclusions and suggestions in teaching and learning reading comprehension by using the PQ4R Strategy.

A. Conclusion

Having discussed the result of the research, it can be concluded that:

1. Teaching and learning process by using the PQ4R Strategy was still less effective and not maximal. It happened because there were some steps that skipped by the teacher. There were many problems faced by the teacher and the students during the process of teaching and learning reading comprehension in recount text by using the PQ4R Strategy.
2. The problems faced by the teacher in teaching reading comprehension by using the PQ4R Strategy were:
 - a. The teacher had a problem to choose the teaching material in teaching reading comprehension.
 - b. The teacher did not motivate the students when process teaching-learning reading comprehension in recount text in the class.
 - c. The teacher had difficulties if the students cannot achieve mastery of the basics, the students read very slowly, and the students cannot figure out inferences, implications and main idea.

- d. The teacher had a problem to design or modify the question and the exercise to engage students' interest in teaching reading comprehension.
 - e. The teacher had problems in supporting, stimulating and engaging the students to listen to the presentation from the teacher, read the text and discuss the text.
 - f. The teacher had a problem to give meaningful feedback for the students in the process of teaching reading comprehension in recount text by using PQ4R Strategy.
 - g. The teacher had a problem to manage the times in the process teaching and learning reading comprehension in recount text.
3. The problems faced by students in learning reading comprehension by using the PQ4R Strategy were:
- a. The students have no good vocabulary mastery.
 - b. The students had problem to decode words and sentences.
 - c. Student had habit of slow reading.
 - d. Students had problem to get main idea of the text and to figure out the inference of the text.
 - e. Students had problem in working memory to remember the text.
 - f. Students had problem to follow teacher's direction.
- 

B. Suggestion

Considering the result of the research, the researcher would like to give some suggestions as follows :

1. For the English Teacher

- a. The teacher must prepare the material well before he teaches and he must find other teaching material in many sources such as the internet, books, magazines, and other sources that fit the student's situation. The teacher also has to use learning media for example such as pictures, videos, films etc. and occasionally the teacher invites students to play games so that it can make students easier and more interested in reading texts. In addition, he must follow all the teaching procedures of reading by using the PQ4R strategy properly by modifying the lesson plan and adjusting it to the student's situation so that the teacher has time to do all the steps.
- b. The teacher must modify questions and exercises for students in teaching reading comprehension, it must be in accordance with students' abilities so that they are easier to understand. the teacher also has to make the question himself, don't take it too often from the book so that the question will suit his students.
- c. Always motivating or giving assignments to students to practice reading in their homes, to improve their reading speed and vocabulary.

- d. The teacher should provide feedback and reflect on students. The teacher must pay attention when the teacher uses the time in teaching reading. So that it can make it have time to ask students about the material and make conclusions.
- e. The teacher must arrange the time as possible so that the implementation of the strategy runs well and is successful. He must make students focus on the teaching-learning process. For example, he must give a minus grade for students who are noisy and who sleep in the classroom. So they will not be noisy and not sleep. And the teacher does not have to control the students one by one. It keeps time going well.
- f. The teacher must give instructions in a soft voice, and guide students to follow the strategy used. Because the purpose of this strategy is to make students understand the contents of a text. If the teacher gives instructions in a high voice and does not guide students well, they will have difficulty in understanding the contents of a text.

2. For the Students

- a. The students should know the importance of English, especially in reading comprehension.
- b. The students should have more time to practice reading, not only in school but also in their home.
- c. The students should carry a dictionary when they find the difficult word in reading. So it can make them curious with the meaning and finally remember about the meaning of the word.

- d. The students should study more about grammar. It can make them easier to making meaning from a sentence. So the students should be making meaning from one sentence full not from the word by word.
- e. The students should build a habit of reading by reading some interesting book or story. So it can make them love and continue reading.
- f. The students should focus when reading a text, so it can make them easier to get the gist of the text.
- g. The students should read the text carefully and must imagine the story in the text when they read a text. So they will easier to remember the text.
- h. The students should focus on when study English. They should not chat with others or be noisy during teaching and learning process. So they can focus to hear and follow the teacher's direction.

3. For other Researchers

The next Researcher can conduct studies on teaching reading comprehension with other strategies that make students enjoy, effective, understand and not get bored in learning reading comprehension, especially in recount text to improve their reading comprehension. And the strategy used must also be in accordance with the condition of the school, facilities, and students so that the teaching and learning process runs well.